

Certificate
Extended Certificate
Diploma

Specification

BTEC FIRST TRAVEL AND TOURISM

From September 2018

BTEC Level 1/Level 2 First Certificate in Travel and Tourism

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

BTEC Level 1/Level 2 First Diploma in Travel and Tourism

**Pearson
BTEC Level 1/Level 2
First Certificate
in Travel and Tourism**

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

**Pearson
BTEC Level 1/Level 2
First Diploma in
Travel and Tourism**

Specification

First teaching September 2018

Issue 7

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 7. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of Pearson BTEC Level 1/Level 2 Certificate, Extended Certificate and Diploma in Travel and Tourism Issue 7 additional change

Summary of changes made between previous issue and this current issue	Page/section number
TQT for the Certificate has changed to 320. TQT for the Extended Certificate has changed to 480. TQT for the Diploma has changed to 640.	Page 6

Summary of changes made between Issue 4 and Issue 6	Page/section number
All dates removed from Legislation.	Throughout
The wording in <i>Section 8 Internal assessment</i> subsection <i>Dealing with malpractice</i> has been updated to clarify suspension of certification in certain circumstances.	Page 37
The external assessment length for <i>Unit 1: The UK Travel and Tourism Sector</i> has changed from one hour to one hour and 15 minutes and the number of marks has changed from 50 to 60. Unit 1 resit opportunities row added to table: 'All learners registered from Sept 2018 can resit the external assessment once.'	Pages 39 and 61
<i>Section 10 Awarding and reporting the qualifications</i> The wording under <i>Calculation of qualification change</i> has been updated.	Page 42
The wording under <i>Section 10 Awarding and reporting for the qualifications</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 45
Unit 1 – Amended rider statements have been added to the content for A.1, A.2, A.3, A.4, B.1, B.2, B.3, B.4, C.1 to clarify the content to be taught and learned.	Pages 56-60
Unit 1: The UK Travel and Tourism Sector <i>Unit introduction</i> changed to '2.9 million people'.	Page 55
Unit 2: UK Travel and Tourism Destinations <i>Unit introduction</i> 'customer' changed to 'visitor' throughout. <i>Teacher guidance</i> Learning aim A Blank maps must be of A4 'or A3' size. 2A.P3 ... and three 'named' rail lines. 2A.M1 'mode of transport' replaced with 'transport details (names of airline/coach operator, flight number etc)'. Learning aim B 2B.M2 'This will link to assessment of 2B.M2' replaced with 'This can be one of the destinations selected for 2B.P4'. 2B.D1 First two sentences replaced with 'In progression from 2B.M2, learners should justify their recommendations as to how one UK destination can increase and widen its appeal to different types of visitors.'	Pages 63, 69, 70 to 72

Summary of changes made between Issue 4 and Issue 6	Page/section number
<p>Unit 3: The Development of Travel and Tourism in the UK <i>Unit content</i> Learning aim A Topic A.1 first bullet – Thomas Cook removed. Topic A.2 First bullet – Azuma and Crossrail included last bullet – Europcar replaced with Uber. Learning aim B Topic B.1 last bullet point – ‘social media, smartphone technologies’ added. Topic B.2 two sub-bullets – examples of the seaside resorts deleted. <i>Assessment guidance</i> Learning aim A 2A.P2 ‘Learners could compare the increase in low cost airlines and their products and services, and should consider the growth of airports’ deleted. 2A.P3 ‘Learners must cover the five examples given in the unit content.’ deleted. Learning aim B 2B.P4, 2B.P5 and 2B.M2 and 2B.M3 ‘four’ life style changes included.</p>	<p>Pages 74, 75, 79 and 80</p>
Summary of changes made between previous issue and this current issue	Page/section number
<p>Unit 3: The Development of Travel and Tourism in the UK <i>cont’d</i> Learning aim C 2C.M4 the example has been removed. 2C.D3 ‘assessing’ changed to ‘evaluating’. The example has been removed.</p>	<p>Page 80</p>
<p>Unit 4: International Travel and Tourism Destinations <i>Unit content</i> Topic A.4 first paragraph, flight duration has been added. <i>Assessment guidance</i> Learning aim A A3 blank maps have been added. 2A.P2 ‘areas of natural significance’ has been replaced with ‘UNESCO World Heritage Sites’. 2A.M1 the text has been replaced with ‘Learners could be given a selection of scenarios of four travellers from the UK, wanting flights to European and international destinations. Learners should select two European and two worldwide scenarios and for each explain typical routes of air travel, including airports, airlines, flight numbers, timings, flight duration and transfers’. Learning aim C 2C.P4 first sentence has been replaced with ‘learners will plan a holiday and produce one European itinerary for one visitor type and plan a holiday and produce one worldwide itinerary for a different visitor type.’</p>	<p>Pages 87, 88 and 89</p>

Summary of changes made between Issue 4 and Issue 6	Page/section number
<p>Unit 5: Factors Affecting Worldwide Travel and Tourism <i>Unit content</i> Topic B2 third sub-bullet point, 'foot and mouth disease' removed. <i>Assessment guidance</i> Learning aim A 2A.P1 first sentence, 'how different climatic conditions affect travel to four destinations' replaced with 'how climatic conditions affect the appeal of two short-haul and two long haul destinations'. 2A.P2 second sentence, 'two short-haul and two long-haul destinations)' added after 'four locations'. 2A.M3 third sentence changed from 'three' to 'four' accurate calculations. 2A.D1, 1A.1 and 1A.2 '(two short-haul and two long haul destinations)' added after 'destinations'. Learning aim B 2B.P6 example of volcanic eruption removed. 2B.M4 'four' has been added before 'destinations'. 2B.M5 reference 2B.P5 has been changed to 2B.P6. 2B.D2 example has been removed. <i>Suggested assignment outlines, Key Factors of Travel, Assignment evidence</i> the last paragraph changed to 5 years from 10 years.</p>	<p>Pages 95, 98, 99, 100 and 102</p>
<p>Unit 6: The Travel and Tourism Customer Experience <i>Unit content</i> Topic B.2 sub-heading 'Expectations' has been added. Topic B.3 changed to '... needs and expectations'. Topic B.4 changed to 'Meeting and exceeding expectations ...' and content updated to match. <i>Assessment guidance</i> Learning aim A 2A.P1 new sentence 'Learners must select organisations that are different in size and type.' has been added. Learning aim B 2B.M2 'description' has been changed to 'explanations'. 2B.D2 first sentence changed to end 'exceeding customer needs and expectations by anticipating their needs'.</p>	<p>Pages 105, 106, 109 and 110</p>
<p>Unit 8: Promotion and Sales in Travel and Tourism <i>Unit content</i> Topic A.3 a new bullet has been added <ul style="list-style-type: none">• social media advertising, e.g. Facebook, Instagram, Twitter. <i>Assessment Guidance</i> Learning aim B 2B.P4 and 2B.P5 'techniques and' added after 'promotional'. Learning aim C 2C.M4 'e.g. budget' added after 'promotional materials' in the first sentence. <i>Suggested assignment outlines, Assignment Promotional Techniques and materials, Scenario</i>, second paragraph: 'techniques and' added after 'promotional' 'techniques and' added after 'different'.</p>	<p>Pages 120, 126 and 129</p>

Summary of changes made between Issue 4 and Issue 6	Page/section number
<p>Unit 9: Travel and Tourism Employment Opportunities <i>Assessment guidance</i> Learning aim B 2B.M2 changed to 'learners must provide a comparison of the duties, responsibilities, key terms of employment, pay and employee benefits in relation to an entry-level and managerial position'. 2B.M3 changed to 'learners must provide a comparison of how statutory and contractual rights and responsibilities related to an entry-level and managerial position.' 2C.D1 has been changed to 2B.D1 and ', (one in entry level and one in managerial)' has been added after 'two job roles'. Learning aim C 2C.D2 'for the given and one other selected' has replaced 'within two selected'.</p>	Pages 138 and 139
<p>Unit 11: Delivering the Travel and Tourism Customer Experience <i>Unit content</i> Topic B.2 third bullet point 'Producing written documentation, all of which must be legible, accurate and fully complete with correct spelling and grammar, e.g. booking forms, excursion leaflets, receipts, complaint reports.' Removed.</p>	Page 154
<p>Unit 11: Delivering the Travel and Tourism Customer Experience cont'd <i>Assessment guidance</i> Learning aim A 2A.P1 'Learners must select organisations that are different in size and type' has been added to the end. 2A.M1 'Learners must select organisations that are different in size and type' has been deleted. Learning aim B 2B.P4 the word 'written' has been removed from the first sentence.</p>	Pages 160 and 161
<p>Unit 12: Marketing in Travel and Tourism <i>Suggested assignment outlines</i> Assignment <i>Undertaking Primary Market Research</i>, Scenario 6th Paragraph now reads 'Next, undertake your primary market research, ensuring you consider all aspects of the marketing mix ...'.</p>	Page 179
<p>Unit 14: Travel and Tourism Research Project <i>Assessment guidance</i> 2D.M5 changed to 2C.M5</p>	Page 205
<p>Unit 15: Work-related Experience in Travel and Tourism <i>Assessment guidance</i> 2B.D2 changed to 2C.D2</p>	Page 218
<p>Unit 16: Holiday Representatives <i>Unit content</i> Topic A.1 'e.g. montage/demontage' added to the last bullet point. Topic B.1 new bullet point added at the end: <ul style="list-style-type: none"> digital communication, e.g. tablets, messaging, emails. Topic C3, Assessment guidance 2C.P5 as well as Assignment <i>I Want to Be a Holiday representative</i>, the word 'Paperwork' changed to 'Documentation'.</p>	Pages 222, 223, 224, 229 and 231

Summary of changes made between Issue 4 and Issue 6	Page/section number
Unit 17: UK Travel Agency Operations <i>Unit content</i> Topic B.2 <i>Booking cycle</i> second sub-bullet point example changed to 'web-based technology' from 'view data'. <i>Regulatory requirements</i> second sub-bullet point changed to: <ul style="list-style-type: none"> • data protection and consumer protection legislation, benefits of trade associations and licencing, e.g. ABTA and ATOL. Topic C.1 'European Health Insurance Card (EHIC)' deleted from fifth bullet.	Pages 235 and 236
Unit 18: The Cruise Industry <i>Assessment guidance</i> Learning aim B 2B.M2 'Thomson Cruises' replaced with 'Marella Cruises'. Learning aim C 2C.M3 has been reworded to 'In their explanations, learners should for each of the customer scenarios, provide a full explanation with valid and relevant reasons for each customer scenario.'.	Pages 248 and 249

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

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 to employment.

Key principles of the BTEC Firsts

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

1 Standards: a common core and external assessment

Each Level 2 BTEC First 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 lie at the heart of BTEC learning.

3 Breadth and progression: a range of options building on the mandatory units, contextualised English and mathematics

Mandatory units, developed in consultation with employers and educators, give learners the opportunity to gain a broad understanding and knowledge of the vocational sector.

Optional specialist units focus more closely on a vocational area, supporting progression to a more specialised Level 3 vocational or academic course or to an Apprenticeship.

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

4 Recognising achievement: opportunity to achieve at Level 1

The BTEC Firsts will continue to provide for the needs of learners who are aiming to achieve a Level 2 qualification. However, we have recognised that for some learners achieving this standard in all units in one to two years may not be possible. Therefore, the qualifications have been designed as Level 1/Level 2 qualifications with grades available at Level 2 and at Level 1 Pass.

Improved specification and support

We asked what kind of guidance you, as teachers and tutors, need. As a result, we have streamlined the specification to make the units easier to navigate, and we provide enhanced support in the accompanying *Delivery Guide*.

Thank you

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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 titles and Qualification Numbers

Qualification title	Pearson BTEC Level 1/Level 2 First Certificate in Travel and Tourism
Qualification Number (QN)	600/7046/8

Qualification title	Pearson BTEC Level 1/Level 2 First Extended Certificate in Travel and Tourism
Qualification Number (QN)	601/0233/0

Qualification title	Pearson BTEC Level 1/Level 2 First Diploma in Travel and Tourism
Qualification Number (QN)	601/0234/2

These qualifications are 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 on certification is in our *UK Information Manual*, available 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 1/Level 2 course for learners who want to study in the context of a vocational sector. The knowledge, understanding and skills learned in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace.

These qualifications are intended primarily for learners in the 14–19 age group, but they 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. They are popular and effective because they enable 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 to further study and responsibility in the workplace.

Objectives of the BTEC First suite

The BTEC First suite will:

- enable you, as teachers, tutors and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- help you to secure a balanced curriculum overall, so that 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 to further study or an Apprenticeship.

Breadth and progression

These qualifications have 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

These qualifications have been designed to provide progression from the following qualifications, which contain sector-relevant content at Level 1:

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

These qualifications are also designed to provide progression from the following qualifications:

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

See our website for further details.

2 Key features of the BTEC First suite of qualifications

The BTEC Level 1/Level 2 First qualifications:

- have a range of sizes in the suite
- are Level 2 qualifications; learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass
- have smaller sizes in the suite primarily aimed at learners aged 14 years and over, while the Extended Certificate and Diploma have been designed for those aged 16 years and over
- are available on the Regulated Qualifications Framework (RQF)
- present knowledge in a work-related context
- give learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provide opportunities for synoptic assessment through applying skills, knowledge and understanding gained to realistic or work-related tasks, such as projects and work experience, and to deepen learning through more specialist units.

The Pearson BTEC Level 1/Level 2 First **Award**:

- has mandatory and optional specialist units
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- is graded from Level 2 P to Level 2 D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Certificate**:

- has mandatory and optional specialist units
- has 25 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Extended Certificate**:

- has mandatory and optional specialist units
- has 16.67 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Diploma**:

- has mandatory and optional specialist units
- has 12.5 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

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 Level 1/Level 2 Firsts for the Travel and Tourism sector is available in the following sizes:

	GLH	TQT
First Award	120	160
First Certificate	240	320
First Extended Certificate	360	480
First Diploma	480	640

Types of units in the qualifications

The BTEC First qualifications have mandatory units and optional specialist units. See *Section 4 Qualification structures* for more detailed information. For these qualifications, learners will need to complete all the mandatory units and, where appropriate, a selection of optional specialist units. This is to ensure that all learners have broad and balanced coverage of the vocational sector.

Mandatory units

Mandatory units are designed to cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners. These units support the remainder of the learning needed for these qualifications. There will be both internal- and external assessment.

Optional specialist units

The remaining units in these qualifications are sector-specific, optional specialist units. These units focus on a particular area within the vocational sector and give learners an opportunity to demonstrate knowledge, skills and understanding.

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

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

Rationale for the Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Travel and Tourism

Aims

The aims of all qualifications in the BTEC First suite in Travel and Tourism are to:

- inspire and enthuse learners to consider a career in the Travel and Tourism sector
- give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the Travel and Tourism sector
- support progression to specialised Level 3 qualifications in Travel and Tourism, or to an Apprenticeship
- give learners the potential opportunity, in due course, to enter employment in a wide range of job roles.

Specific aims of the **BTEC First Certificate** in Travel and Tourism are to:

- add breadth to learners' knowledge and understanding of the Travel and Tourism sector as part of their career progression and development plans
- support learners who have had some achievement in their Key Stage 4 programme and who wish to 'top up' their Level 2 achievement to progress to employment or other qualifications.

Specific aims of the **BTEC First Extended Certificate** in Travel and Tourism are to:

- build on learner achievement and interest developed through related Level 1 or Level 2 qualifications in Travel and Tourism, including the Pearson BTEC Level 1/Level 2 First Award and Certificate in Travel and Tourism
- allow learners to specialise or to deepen their understanding through the provision of a broad range of optional specialist units
- provide a comprehensive and challenging programme of study related to Travel and Tourism that is particularly suited to post-16 learners who have the relevant interest and aptitude to progress in the sector
- give learners the potential opportunity to progress to employment or to employment in a wide range of job roles across the Travel and Tourism sector, for example posts in a wide range of organisations including accommodation providers, leisure travel, corporate travel, or transport providers such as airlines.

Specific aims of the **BTEC First Diploma** in Travel and Tourism are to:

- allow learners to further specialise by including units that require 60 Guided Learning Hours of study
- give learners opportunities to develop transferable skills related to study and vocational application that provide a platform for success both within Travel and Tourism and elsewhere.

The provision for study in the BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma

BTEC First Certificate and Extended Certificate

This qualification includes four **mandatory units** that form the fundamental knowledge and understanding of travel and tourism principles, and which appear in all four sizes of the qualification. The qualifications include a choice from **optional specialist units**, thereby providing an opportunity to develop a broader understanding of the Travel and Tourism sector. In addition, it introduces a limited number of specialist areas and the opportunity to acquire some of the practical skills identified by employers as the fundamental building blocks for future competence in the workplace. All the units can be viewed in the *Summary of units in the BTEC Level 1/Level 2 First in Travel and Tourism* in *Annexe D*.

BTEC First Diploma

In the Diploma, there are additional **mandatory units** that help learners develop the ability to draw together and apply learning in vocational applications.

Mandatory Units

These units underpin the fundamental knowledge, understanding and skills that are essential to the travel and tourism sector.

- *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.
- *Unit 4: International Travel and Tourism Destinations* – this unit looks at international travel and tourism destinations and gateways and reasons for their appeal to different visitors. This unit is mandatory as it explores the underpinning knowledge of destinations on an international scale and extends on the essential topics of *Unit 2: UK Travel and Tourism Destinations*.
- *Unit 7: Travel and Tourism Business Environments* – this unit looks at a range of businesses, and their structures and functions, in the travel and tourism sector. It covers how economic, visitor and product trends affect businesses in the sector and how they respond to these. This understanding is useful for a wide range of travel jobs, including travel services, passenger transport, business management and planning. This unit is externally assessed.

Unit 7 has been added as a mandatory unit to the certificate as learners studying a larger-size qualification may already be considering a career in travel and tourism so will need to understand and explore the industry in more detail, looking at the different options available.

In the Diploma, there are additional mandatory units that help learners develop:

- the ability to draw together and apply learning in vocational applications:
 - Unit 11: Delivering the Travel and Tourism Customer Experience.
- understanding of the sector, employment and careers:
 - *Unit 3: The Development of Travel and Tourism in the UK* – this unit gives an insight into why travel and tourism is such a dynamic sector. It looks at developments that have shaped the sector, including how the UK travel and tourism industry has developed with changing lifestyles, interests and technology.
 - *Unit 5: Factors Affecting Worldwide Travel and Tourism* – this unit covers factors that are influential on tourism and why events such as natural disasters can have a significant impact on the sector.

Optional specialist units

The optional specialist units offer centres flexibility to tailor the programme to the local area and give learners the opportunity to pursue more specialist interests. These units may be selected to:

- extend knowledge and understanding developed in mandatory units:
 - for example, by being able to select, cost and provide information for cruise holidays, or plan promotional materials to be used in the travel and tourism sector.
- deepen and enhance practical application of vocational skills:
 - for example, by planning and working with others to deliver a travel and tourism study visit, developing the skills needed and demonstrating an ability to work in the sector.
- provide synopticity:
 - for example, *Unit 17: UK Travel Agency Operations* gives learners the opportunity to draw together and demonstrate the knowledge and skills developed across the programme of study by selecting and costing overseas package holidays.
- develop general work-related skills:
 - for example, by gaining knowledge of the importance of promotion and sales to business success, and learning how to use the social and presentational skills required when dealing with customers.

The optional specialist units build on the mandatory units, providing a balance of broad, industry-related underpinning knowledge and skills, and theory related to specific areas.

- *Unit 6: The Travel and Tourism Customer Experience* – this unit looks at the needs and expectations of different types of customer in the travel and tourism sector and how organisations address these.
- *Unit 8: Promotion and Sales in Travel and Tourism* – this unit looks at how promotion and sales are vital to business success, particularly in such a competitive and dynamic sector as travel and tourism. It covers how travel and tourism products/services are sold, and the promotional techniques used.
- *Unit 9: Travel and Tourism Employment Opportunities* – this unit looks at how the travel and tourism sector is one of the largest and fastest growing in the world. It also covers the broad range of job roles and career opportunities available within the sector.

- *Unit 10: Organising a Travel and Tourism Study Visit* – this unit investigates the planning and reviewing processes for a travel and tourism study visit or trip, including risk assessment, roles and responsibilities and evaluating the success of the trip.

These units provide an introduction to a range of specific areas of work/skills to give a good understanding of the expectations of the sector to a learner considering a career in travel and tourism.

Endorsed titles

There are no pathways in the Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Travel and Tourism.

Assessment approach

The Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Travel and Tourism include two externally-assessed units. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications.

The remaining units are internally assessed. Internal assessment allows learners to develop a wider range of skills and provides evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations. This assessment is assessed internally according to the regulations in *Section 8*.

Delivery strategies should reflect the nature of work in 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 that 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 BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Travel and Tourism provide the knowledge, skills and understanding for Level 2 learners to progress to:

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

English and mathematics

English and mathematics are essential for progression to further education and employment.

The BTEC First Certificate, Extended Certificate and Diploma in Travel and Tourism support the development of English and mathematics knowledge and skills. Opportunities to develop skills are indicated within unit assessment criteria grids. These will give learners the opportunity to enhance and reinforce skills related to these areas in naturally occurring relevant contexts.

Developing employability skills

One of the main purposes of BTEC qualifications is to help learners to progress, ultimately, to employment. Employers require learners to have certain technical skills, knowledge and understanding, but they also require employees to demonstrate employability skills. These skills enable learners to adapt to the roles needed to survive in the global economy and enhance their effectiveness in the workplace.

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

Throughout the **BTEC First suite** 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 units within the BTEC First Certificate learners develop:

- project-/self-management and independent-learning skills, through units such as *Unit 10: Organising a Travel and Tourism Study Visit*, where learners will investigate the planning process, and review a travel and tourism study visit or trip
- communication skills, through units such as *Unit 8: Promotion and Sales in Travel and Tourism*, which requires learners to present information about the promotional techniques and materials used by travel and tourism organisations
- business awareness and customer awareness skills, through units such as *Unit 9: Travel and Tourism Employment Opportunities*, which covers employment opportunities and requirements in this fast and growing sector.

Stakeholder support

These qualifications reflect the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of these qualifications.

4 Qualification structures

The BTEC First suite of qualifications includes the:

- Award – 120 GLH
- Certificate – 240 GLH
- Extended Certificate – 360 GLH
- Diploma – 480 GLH.

Some units for the BTEC First suite appear only in certain qualification sizes. The *Summary of units* table (see *Annexe D*) lists each unit in the suite and how it is used in the individual qualifications.

The qualification structures show the permitted combinations for the qualifications.

If a learner has already achieved a BTEC Level 1/Level 2 First Award in the same sector, they may carry forward their unit results for use in the larger qualifications. It is the responsibility of the centre to ensure that the required number of guided learning hours and correct unit combination are adhered to.

The qualification structures for the Certificate, Extended Certificate and Diploma are listed on the following pages.

Qualification structure for the Pearson BTEC Level 1/Level 2 First Certificate in Travel and Tourism

The Pearson BTEC Level 1/Level 2 First Certificate in Travel and Tourism is taught over 240 guided learning hours (GLH). It has mandatory and optional specialist units.

Learners must complete the four mandatory units, and a choice of optional specialist units to reach a total of 240 GLH.

If a learner has already achieved a BTEC Level 1/Level 2 First Award qualification, they may carry forward their unit results for use in larger BTEC Level 1/Level 2 First qualifications within the same sector.

Please see the Pearson website for the structure of the Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism qualification.

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

Pearson BTEC Level 1/Level 2 First Certificate in Travel and Tourism			
Unit	Mandatory units	Assessment method	GLH
1	The UK Travel and Tourism Sector	External	30
2	UK Travel and Tourism Destinations	Internal	30
4	International Travel and Tourism Destinations	Internal	30
7	Travel and Tourism Business Environments	External	30
Optional specialist units			
3	The Development of Travel and Tourism in the UK	Internal	30
5	Factors Affecting Worldwide Travel and Tourism	Internal	30
6	The Travel and Tourism Customer Experience*	Internal	30
8	Promotion and Sales in Travel and Tourism	Internal	30
9	Travel and Tourism Employment Opportunities	Internal	30
10	Organising a Travel and Tourism Study Visit	Internal	30
11	Delivering the Travel and Tourism Customer Experience*	Internal	60
12	Marketing in Travel and Tourism	Internal	60
13	Airports and Airlines	Internal	60
15	Work-related Experience in Travel Tourism	Internal	60
16	Holiday Representatives	Internal	30
17	UK Travel Agency Operations	Internal	30
18	The Cruise Industry	Internal	30

	Optional specialist units <i>continued</i>		
19	Hospitality Operations in the Travel and Tourism Sector	Internal	30
20	UK Visitor Attractions	Internal	30

Forbidden Combination

- *Unit 6: The Travel and Tourism Customer Experience* is a forbidden combination with *Unit 11: Delivering the Travel and Tourism Customer Experience*.

Qualification structure of the Pearson BTEC Level 1/Level 2 First Extended Certificate in Travel and Tourism

This qualification is taught over 360 guided learning hours (GLH). It has mandatory and optional specialist units.

These units will include:

- four mandatory units (totalling 120 GLH)
- four to eight optional specialist units (totalling 240 GLH).

If a learner has already achieved a smaller BTEC First qualification in this sector, they do not have to repeat those units but may carry them forward to use in this qualification.

Please see the Pearson website for the structure of the Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism qualification.

This BTEC First Extended Certificate has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Extended Certificate in Travel and Tourism			
Unit	Mandatory units	Assessment method	GLH
1	The UK Travel and Tourism Sector	External	30
2	UK Travel and Tourism Destinations	Internal	30
4	International Travel and Tourism Destinations	Internal	30
7	Travel and Tourism Business Environments	External	30
Optional specialist units			
3	The Development of Travel and Tourism in the UK	Internal	30
5	Factors Affecting Worldwide Travel and Tourism	Internal	30
6	The Travel and Tourism Customer Experience*	Internal	30
8	Promotion and Sales in Travel and Tourism	Internal	30
9	Travel and Tourism Employment Opportunities	Internal	30
10	Organising a Travel and Tourism Study Visit	Internal	30
11	Delivering the Travel and Tourism Customer Experience*	Internal	60
12	Marketing in Travel and Tourism	Internal	60
13	Airports and Airlines	Internal	60
15	Work-related Experience in Travel Tourism	Internal	60
16	Holiday Representatives	Internal	30
17	UK Travel Agency Operations	Internal	30
18	The Cruise Industry	Internal	30

	Optional specialist units <i>continued</i>		
19	Hospitality Operations in the Travel and Tourism Sector	Internal	30
20	UK Visitor Attractions	Internal	30

Forbidden Combination

- *Unit 6: The Travel and Tourism Customer Experience* is a forbidden combination with *Unit 11: Delivering the Travel and Tourism Customer Experience*.

Qualification structure of the Pearson BTEC Level 1/Level 2 First Diploma in Travel and Tourism

Learners will take a total of 11–13 units to complete this qualification. The number of units taken is dependent on the size of optional units selected, and the combination of all units should total 480 guided learning hours (GLH).

These units will include:

- seven mandatory units (totalling 240 GLH)
- four–eight optional specialist units (totalling 240 GLH).

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

Pearson BTEC Level 1/Level 2 First Diploma in Travel and Tourism*			
Unit	Mandatory units	Assessment method	GLH
1	The UK Travel and Tourism Sector	External	30
2	UK Travel and Tourism Destinations	Internal	30
3	The Development of Travel and Tourism in the UK	Internal	30
4	International Travel and Tourism Destinations	Internal	30
5	Factors Affecting Worldwide Travel and Tourism	Internal	30
7	Travel and Tourism Business Environments	External	30
11	Delivering the Travel and Tourism Customer Experience	Internal	60
Optional specialist units			
8	Promotion and Sales in Travel and Tourism	Internal	30
9	Travel and Tourism Employment Opportunities	Internal	30
10	Organising a Travel and Tourism Study Visit	Internal	30
12	Marketing in Travel and Tourism	Internal	60
13	Airports and Airlines	Internal	60
14	Travel and Tourism Research Project	Internal	60
15	Work-related Experience in Travel and Tourism	Internal	60
16	Holiday Representatives	Internal	30
17	UK Travel Agency Operations	Internal	30
18	The Cruise Industry	Internal	30
19	Hospitality Operations in the Travel and Tourism Sector	Internal	30
20	UK Visitor Attractions	Internal	30
21	Overseas Holiday Operations	Internal	30

* Centres should note there is no unit 6 in the structure of the Pearson BTEC Level 1/Level 2 First Diploma in Travel and Tourism.

5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualifications 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 this qualification 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 qualifications through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of the qualifications 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 can use promotional materials that have been developed by the Travel and Tourism
- giving learners the opportunity to apply their learning through practical activities to be found in the workplace through volunteering, for example
- including employers in the delivery of the programme. You may, for example, wish to seek the cooperation of local employers in giving 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 employers' 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 qualifications.

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

Your centre should refer to the *Teacher guidance* section in the 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 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 in learners who have a limited experience of the world of work, insight of the daily operations that are met in the vocational area being studied. It is suggested that the delivery of BTEC Firsts can be enriched and extended through 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 to local workplaces
- inviting relevant experts or contacts to come to speak to learners about their involvement in the travel and tourism sector
- visits to employers in the travel and tourism
- asking a local employer to set learners a problem-solving activity to be carried out in groups
- referring to trade journals, magazines or newspaper articles relevant to the sector.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) in 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. These BTEC First qualifications provide further opportunities 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 (*).

Functional Skills at Level 2

Your learners can use opportunities in their learning programme to develop and practise Functional Skills. *Annexe B* sets out where units and learning aims are of particular relevance for learners being prepared for assessment in Functional Skills in English, mathematics and/or ICT at Level 2. There may also be other opportunities to develop functional skills in programmes, for example through group work, research, employment-related activities and work experience.

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.

These are qualifications 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 qualifications to make sure they meet 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 qualifications.

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 qualifications.

Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First.

These qualifications can be taken as stand-alone qualifications or can extend the achievement that learners have demonstrated through the Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism qualification. Learners do this by taking additional units (see the *Information Manual* for further details) to make up the requisite number of Guided Learning Hours, ensuring the correct unit combination is adhered to, to fulfil the rules of combination. See *Section 4 Qualification structures*.

Please see the Pearson website for the structure of the Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's equality policy requires all learners to have equal opportunity to access our qualifications and assessments, 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 equality legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison with 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.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website.

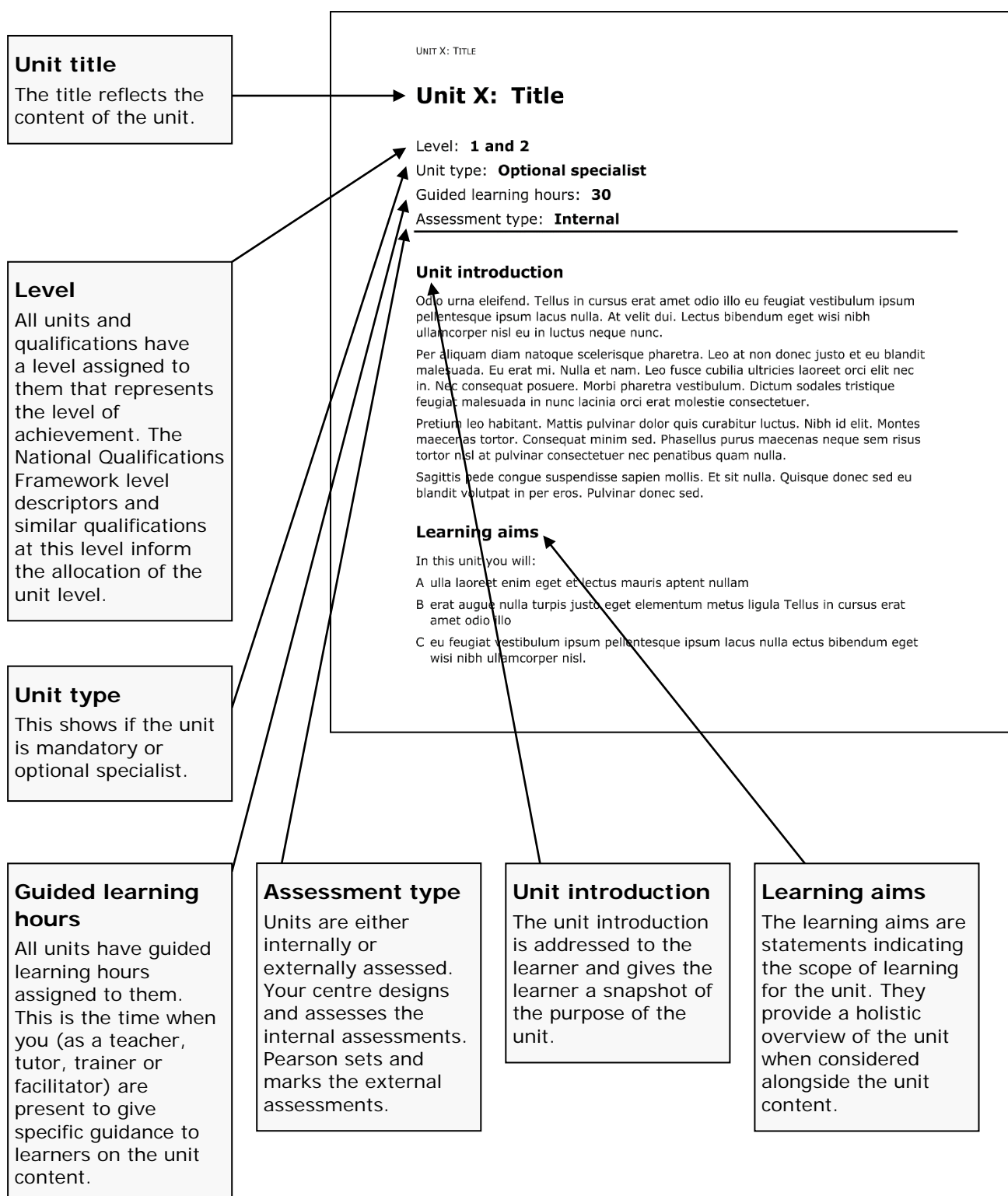
Special consideration

You must operate special consideration in line with the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications* and the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

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.

7 The layout of units in the specification

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



UNIT X: TITLE
Learning aims and unit content
What needs to be learnt
Learning aim A: Elit elit libero felis ligula ut
Topic A.1 Neque magna consectetur scelerisque nec in ut orci arcu: In cursus ac sem in urna: <ul style="list-style-type: none"> erat dignissim eros sed ornare condimentum condimentum quis risus dui lutate magnis pede dui nibh aliquam scelerisque nec in ut orci arcu. Elit elit libero felis ligula ut: <ul style="list-style-type: none"> ac sem in urna assa in a mauris mattis dui interdum vitae aptent etiam nec nullam dum dui adipiscing adipiscing tellus at orci ut orem in nullam amet interdum commodo. Vulputate magnis pede: <ul style="list-style-type: none"> dolor quis curabitur luctus ibh id elit ontes maecenas tortor onsequat minim sed hasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur magnis pede dui nibh aliquam. Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur: <ul style="list-style-type: none"> eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla velit du ectus bibendum eget

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

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.

UNIT X: TITLE

➔ Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Enim lorem et elit libero felis ligula ut			
1A.1 Amet interdum commodo sed facilisis.	2A.P1 Durna eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum.	2A.M1 A lacus nulla velit dui ectus.	2A.D1 Ultrices ultrices ut cursus ac sem in urna assa in a mauris mattis ut. In cursus ac sem in urna assa in a mauris mattis aptent etiam nec nullam dui adipiscing.
1A.2 Iorem in nullam amet interdum commodo. empot sed facilisis.	2A.P2 Nostra pretium non elis mauris porttitor elit malesuada volutpat non ut volutpat.	2A.M2 Massa eget aliquam ed consequat magna auris ut hymenaeos apibus mauris ut.	
Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum			
1B.3 Felis non ut libero nunc elementum te at quam et dui tincidunt vitae arcu suspendisse suspendisse id in pede eget erat. #	2B.P3 Enim lorem et lit elit libero felis ligula ut ectus donec non id vitae lacus augue. #	2B.M3 Integer erat dignissim eros sed ornare condimentum condimentum quis risus dui ulputate magnis pede dui nibh aliquam. #	2B.D2 Neque magna consectetur scelerisque nec in ut orci arcu elit nec ut vitae lectus dolor sed cras utrum convallis assa bibendum nulla.
1B.4 Per aliquam diam scelerisque pharetra.	2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in.		

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.

UNIT X: TITLE

Teacher guidance

Resources

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Assessment guidance

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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 outlines.

UNIT X: TITLE

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.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	The local community magazine is running an article to introduce learners to the essential role played by the public services in protecting the community. You have been asked to write the article. You will research selected 'communities' and what their individual needs are. Use your research to support your article, which must provide an analysis of how two contrasting selected public services have worked to protect the communities you identified. You must consider the advantages gained through public services working together.	They types of evidence that you will produce include: <ul style="list-style-type: none"> • a magazine article that addresses the way in which two contrasting public services work to protect the community, and the advantages and disadvantages of public services working together • individual preparation notes to support your article, including research notes, interviews, questionnaires etc. • illustrations, where relevant, to support the article.

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. This qualification can also be made available through the medium of Welsh, in which case learners may submit work in Welsh and/or 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 which 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, 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 Vocational Quality Advisor 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 in 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 in 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 give learners 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. Central features of vocational assessment are 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 15 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 who, wherever possible, was not involved in the original assessment decision. 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

Learner Malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre Malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist. Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

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.

Exemplar for centres

Learner Assessment Submission and Declaration

This sheet or a sheet fulfilling the same function must be completed by the learner and be provided for work submitted for assessment.

Learner name:		Assessor name:	
Issue date:	Submission date:	Submitted on:	
Programme:			
Unit:			
Assignment 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).

Assignment task reference	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

<p>Learner declaration</p> <p>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.</p> <p>Learner signature: _____ Date: _____</p>	
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9 External assessment

Externally-assessed units have the same grades as internally-assessed units:

- Level 2 – Pass, Merit, Distinction
- Level 1
- Unclassified.

The tables below show the type of external assessment and assessment availability for these qualifications.

Unit 1: The UK Travel and Tourism Sector	
Type of external assessment	This unit is externally assessed using a paper-based exam marked by Pearson. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 1 hour and 15 minutes.
No. of marks	60
Assessment availability	January and June
First assessment availability	The updated assessment for Unit 1 (for the 2018 specification) is available Jan 2020.
Resit opportunities	All learners registered from Sept 2018 can resit the external assessment once.

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

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 units are assessed using both marks-based and levels-based schemes. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

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

Unit 1: The UK Travel and Tourism Sector

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 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 their 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 technology on relevant travel and tourism working practices, drawing on appropriate concepts.

Unit 7: Travel and Tourism Business Environments

Level 2 Pass

Learners will be able to recall and apply knowledge of travel and tourism businesses and how they operate and develop. They will have a sound understanding of ownership, structure and functions of travel and tourism businesses, and will be able to illustrate their learning by using relevant examples from across the travel and tourism sectors. They will be able to describe and show a good understanding of:

- economic, product and destination trends in the travel and tourism sector
- the ways that travel and tourism businesses develop new products and use different destinations
- how external economic trends impact on the sector.

They will understand how travel and tourism businesses grow, the opportunities and threats present to businesses, and how and why both of these are significant. They will be able to demonstrate sound knowledge of the travel and tourism business from the perspective of employers, employees, producers and consumers, using appropriate scenarios and case studies as the basis for their responses.

Level 2 Distinction

Learners will demonstrate confidence in their knowledge and understanding of travel and tourism businesses, and how they operate and develop. Learners will be able to draw together their knowledge of the ownership, structure and function of travel and tourism businesses, and be able to contribute insightful comments during discussions about the advantages and disadvantages of different types of business structures and ownership models. Learners will also be able to assess accurately sometimes complex and detailed contexts around:

- economic, product and destination trends in the travel and tourism sector
- the ways that travel and tourism businesses develop new products and use different destinations.

They will make effective judgements about the impact of external economic trends on the sector. They will show depth of understanding and development of ideas relating to how travel and tourism businesses grow, the opportunities and threats present to businesses, how and why both of these are significant. They will be able to discuss and evaluate the potential of travel and tourism businesses from the perspective of employers, employees, producers and consumers, using appropriate scenarios and case studies as a basis for their responses.

10 Awarding and reporting for the qualifications

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

Calculation of the qualification grade

This qualification is a Level 1/Level 2 qualification and the certification may show a grade ranging from Level 2 P to Level 2 D*. Please refer to the Calculation of qualification grade table for the full list of grades. If these grades 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 mandatory 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 mandatory units, i.e. 12 points
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Certificate

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) and
- 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 grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Extended Certificate

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) and
- 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 grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Diploma

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) and
- 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 grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

Learners who do not achieve sufficient points for the Certificate, Extended Certificate or Diploma qualification may be eligible to achieve the Award provided they have completed the correct combination of units and meet the appropriate qualification grade points threshold.

Points available for unit size and grades

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

Points per grade per 10 guided learning hours				
Unclassified	Level 1	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	2	4	6	8

We 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, so 12 points for 30 GLH.

Calculation of qualification grade

Award		Certificate		Extended Certificate		Diploma	
(120 GLH)		(240 GLH)		(360 GLH)		(480 GLH)	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Level 1	24	Level 1	48	Level 1	72	Level 1	96
Level 2 Pass	48	Level 2 PP	96	Level 2 PP	144	Level 2 PP	192
		Level 2 MP	114	Level 2 MP	174	Level 2 MP	234
Level 2 Merit	66	Level 2 MM	132	Level 2 MM	204	Level 2 MM	276
		Level 2 DM	150	Level 2 DM	234	Level 2 DM	318
Level 2 Distinction	84	Level 2 DD	168	Level 2 DD	264	Level 2 DD	360
		Level 2 D*D	174	Level 2 D*D	270	Level 2 D*D	366
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*	276	Level 2 D*D*	372

This table shows the minimum thresholds for calculating grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

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

Examples used are for illustrative purposes only. Other unit combinations are possible, see *Section 4 Qualification structures*.

Example 1

Achievement of a Certificate with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Pass	4	12
Unit 7	60	6	Level 2 Distinction	8	48
Qualification grade totals	240	24	Level 2 MM		144

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

Example 2

Achievement of a Certificate with a Level 2 D*D grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Distinction	8	24
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	60	6	Level 2 Distinction	8	48
Qualification grade totals	240	24	Level 2 D*D		174

The learner has sufficient points for a Level 2 D*D grade.

Example 3

Achievement of an Extended Certificate with a Level 2 MP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 2 Pass	4	12
Unit 4	30	3	Level 2 Merit	6	18
Unit 7	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Pass	4	12
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Pass	4	12
Unit 16	30	3	Level 2 Distinction	8	24
Unit 17	30	3	Level 2 Pass	4	12
Unit 18	30	3	Level 2 Pass	4	12
Unit 19	30	3	Level 2 Merit	6	18
Qualification grade totals	480	48	Level 2 MP		180

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

Example 4

Achievement of a Diploma with a Level 2 DD grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 11	60	6	Level 2 Merit	6	36
Unit 3	30	3	Level 2 Distinction	8	24
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	30	3	Level 2 Distinction	8	24
Unit 7	30	3	Level 2 Distinction	8	24
Unit 12	60	6	Level 2 Distinction	8	48
Unit 13	60	6	Level 2 Distinction	8	48
Unit 14	60	6	Level 2 Distinction	8	48
Unit 15	60	6	Level 2 Distinction	8	48
Qualification grade totals	480	48	Level 2 DD		360

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

Example 5**Achievement of a Diploma at Level 2 PP grade**

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 1	2	6
Unit 11	60	6	Level 2 Merit	6	36
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Pass	4	12
Unit 5	30	3	Level 2 Merit	6	18
Unit 7	30	3	Level 2 Pass	4	12
Unit 12	60	6	Level 2 Pass	4	24
Unit 13	60	6	Level 2 Pass	4	24
Unit 14	60	6	Level 1	2	12
Unit 15	60	6	Level 2 Pass	4	24
Qualification grade totals	480	48	Level 1		198

The learner has gained enough points overall for a Level 2 PP grade.

11 Quality assurance of centres

Pearson will produce on an annual basis the *UK Vocational 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

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

- Edexcel: qualifications.pearson.com/contactus
- BTEC Firsts: qualifications.pearson.com/en/qualifications/btec-firsts.html
- Pearson Work Based Learning and Colleges: qualifications.pearson.com/en/support/support-for-you/work-based-learning.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- UK Quality Vocational Assurance Handbook (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com/en/support/support-topics/quality-assurance/quality-assurance-overview.html

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com/en/support/published-resources.html#step1

Additional documentation

Additional materials include:

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

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/en/support/published-resources/about-endorsed-resources.html

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 on our website: qualifications.pearson.com/en/support/training-from-pearson.

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

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

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

BTEC training and support for the lifetime of the qualifications

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

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

To get in touch with our dedicated support teams please visit: qualifications.pearson.com/en/contact-us.html

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 these qualifications
- **Subject Advisers:** find out more about our subject adviser team – immediate, reliable support from a fellow subject expert – at: qualifications.pearson.com/en/contact-us.html
- **Ask the Expert:** submit your question online to our Ask the Expert online service (qualifications.pearson.com/en/contact-us/teachers.html) and we will make sure your query is handled by a subject specialist.

Units

Unit 1: The UK Travel and Tourism Sector

Level: **1 and 2**

Unit type: **Mandatory**

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

What needs to be learnt

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

Topic A.1 Types of tourism

Learners must know the meaning of the following terms and understand the differences between them. They must be able to recognise and give examples of each type 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

Learners will understand the different types of, purposes of and reasons for travel. They must be able to recognise and give examples of each of the following types of travel and be able to explain reasons for the different types of 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

Learners will understand the meaning and principles of sustainable tourism. They will understand the reasons organisations and destinations encourage and develop sustainable tourism. Learners will be able to explain the different ways sustainable tourism can be achieved by organisations and within destinations. Learners will be able to suggest ways to achieve sustainable tourism and evaluate possible benefits in different contexts.

- 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

Learners will understand the different economic effects of travel and tourism. They will be able to interpret data relating to inbound and domestic tourism in the UK. Learners will be able to apply their knowledge of economic effects to different contexts and be able to discuss, analyse and/or evaluate these effects. They will learn that some economic effects may be negative. They will be able to interpret data, in terms of:

- employment: the meaning of direct employment (created by travel and tourism organisations), the meaning of indirect employment (created to supply and support travel and tourism organisations), including examples and situations that may create indirect employment

continued

What needs to be learnt

- 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, type of trip, length of stay, overnight trips, type of accommodation, and their associated spend
 - domestic tourism – the number of domestic tourist, type of trip, length of stay, overnight trips, type of accommodation and their associated spend
 - understanding the economic contribution of tourism in different regions of the UK
 - identifying visitor expenditure, number of trips taken.
- definition of 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.

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**

Learners will understand the different types of industries that make up the travel and tourism sector. They will understand and recognise the different types of organisations within each industry and be able to explain the differences between them. They will be able to identify examples of different types of organisations and identify and describe their roles and examples of the products and services they offer. Learners will be able to explain how the products and services offered are suitable for different types of customers, and understand how new and updated products and services can encourage new and/or repeat customers. Learners will be able to explain the advantages and disadvantages of examples of products and services offered by each industry in order to evaluate the best options for customers.

- 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 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.

continued

What needs to be learnt

- Online travel services:
 - comparison sites - specialist websites for flights, hotels, rental properties, transport, events; travel agency 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.
- 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 and regional tourism agencies, tourist 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.

continued

What needs to be learnt

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

Learners will understand the purpose of some of the key organisations within the travel and tourism sector, and be able to explain their benefits to customers and industries within the sector.

Learners will be able to identify each of the following organisations and explain how each carries out its role in relation to customers as well as the industries within travel and tourism. They will recognise examples of the products and services offered and be able to explain how these relate to the organisations' purpose.

- 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), UKinbound
 - 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

Learners will understand and be able to identify the characteristics and main functions of each of the following types of organisations that operate within the travel and tourism sector. They will recognise examples of organisations and be able to explain their functions and how they are achieved.

- 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.

continued

What needs to be learnt**Topic B.4 The interrelationships between travel and tourism organisations**

Learners will understand how and why travel and tourism organisations interrelate and be able to describe and identify examples of the following types of interrelationships. They will be able to apply their understanding of interrelationships to different contexts. Learners will understand the differences between types of interrelationships and be able to explain the possible advantages and disadvantages for organisations of each 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 including:

- 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 including:

- size of operation
- less customer choice
- loss of personalised customer care
- inflexibility.

Learning aim C: Understand the role of consumer technology in the travel and tourism sector**Topic C.1 The role of consumer technology**

Learners will understand that some technology is for consumer use. They will be able to identify and give examples of different consumer technologies used in the travel and tourism sector. They will understand the possible applications of the following types of consumer technology in different contexts. Learners will be able to identify and explain how some consumer technology can change the customer experience, increase customer numbers/sales, promote products and services and help organisations meet customer expectations. Learners will be able to apply their understanding and explain the possible advantages and disadvantages of each technology for different types of customers and/or travel and tourism organisations in different contexts including:

- 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.

Essential information for assessment

This unit is assessed externally using a paper-based exam marked by Pearson. The first assessment date for the revised unit 1 examination for the 2018 specification is Jan 2020. Candidates may access the legacy 2012 specification examination prior to this date.

Examination format

The exam lasts for 1 hour 15 minutes and contains 60 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 extended writing questions.

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: **Mandatory**

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 visitor 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 visitors 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

What needs to be learnt

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

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 visitor 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****Topic C.1 Sources of information**

- Sources of information, e.g. guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres, websites.

Topic C.2 UK holiday planning

- 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 planning holidays.
- Planning:
 - visitor requirements
 - preferred dates/time of year
 - travel requirements, e.g. air, cruise, rail, combination
 - accommodation requirements, e.g. standard of accommodation, type of accommodation, board basis
 - motivation, e.g. relaxation, activity, culture, special occasion
 - features, e.g. natural features, cultural features, facilities and services
 - budget.
- Itinerary: date and time of travel, mode of travel, departure and destination location, accommodation details, board basis, specific features included.

Assessment criteria

Level 1		Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know UK travel and tourism destinations and gateways				
1A.1	Locate four travel and tourism destinations, from each destination category, with support.	2A.P1	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.	
1A.2	Locate six UK gateway airports and four UK seaports, with support.	2A.P2		
1A.3	Locate two motorways and two rail lines, identifying the destinations connected by them, with support.	2A.P3		
Learning aim B: Investigate the appeal of UK tourism destinations for different types of visitors				
1B.4	Outline how one UK town or city destination, one seaside resort and one countryside area can appeal to two different types of visitors.	2B.P4	2B.M2	2B.D1
		Describe how one UK town or city destination, one seaside resort and one countryside area can appeal to two different types of visitors.	Recommend how one UK destination might be able to increase its appeal to different types of visitors.	Justify own recommendations as to how one UK destination might be able to increase its appeal to different types of visitors.

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

*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 A4 or A3 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 seaport, 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 named 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, transport details (names of airline/coach operator, flight number etc), 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, for example a family with young children and an elderly couple. All 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 can be one of the destinations selected for 2B.P4. For example, its appeal could be increased by introducing special events and improving or adding to existing facilities.

For 2B.D1: In progression from 2B.M2, learners should justify their recommendations as to how one UK destination can increase and widen its appeal to different types of visitors. 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 visitor. Learners are required to produce an itinerary for each holiday. Learners will need a clear understanding of their visitor 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, accommodation details, 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 visitor. 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 visitors. 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 visitor 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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1	UK Locations	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 visitor with details of road, rail and air travel in and around the UK.	Map work, travel plan.
1B.4, 2B.P4, 2B.M2, 2B.D1	The Appeal of UK Tourism Destinations	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.	Booklet, leaflets, multimedia presentation. Observation statements must be completed for verbal evidence.
1C.5, 2C.P5, 2C.M3, 2C.D2	Sources of Information and UK Holiday Planning	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.	Itinerary – professional format. Evidence of a bibliography. Appendices of sources used.

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

Level: **1 and 2**

Unit type: **Mandatory/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

What needs to be learnt

Learning aim A: Explore the developments that have helped shape the UK travel and tourism sector

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, 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. Azuma, Crossrail. 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, Uber.

Topic A.3 Developments in legislation

How UK and international legislation has shaped the travel and tourism sector:

- Working Time Regulations
- Package Travel, Package Holidays and Package Tours Regulations
- Equality Act
- Data Protection Act
- Aviation regulations (e.g. in relation to denied boarding, cancellation and delay, Civil Aviation Authority, Air Travel Organisers Licence (ATOL).

What needs to be learnt**Learning aim B: Understand how lifestyle changes and trends have influenced the development of the UK travel and tourism sector****Topic B.1 Lifestyle changes**

Lifestyle changes that have influenced the development of the UK travel and tourism sector such as:

- increase in paid holidays
- flexible working patterns
- more disposable income
- increased leisure time
- increased second-home ownership
- use of home computing and other personal technology advancements used to plan and arrange bookings, social media, smartphone technologies.

Topic B.2 Trends

National and international trends that have influenced the development of the UK travel and tourism sector:

- niche market holidays, e.g. sports tourism, safaris, adventure tourism, trekking, conservation, pre-wedding holidays, cultural and heritage tourism
- growth of budget airlines and availability of flights to more destinations
- purpose-built resorts, e.g. Center Parcs
- themed destinations, e.g. Disneyland Paris, Disney World, Alton Towers
- decline and regeneration of traditional seaside resorts.

What needs to be learnt**Learning aim C: Investigate the issues that have impacted on the development of the UK travel and tourism sector****Topic C.1 Issues**

National and international issues that have influenced the development of the UK travel and tourism sector.

- Economic issues:
 - collapse of airlines
 - collapse of tour operators
 - oil/fuel prices
 - fluctuating currency rates.
- Environmental issues:
 - climate change
 - natural disasters.
- Political issues:
 - civil unrest
 - war or terrorism.
- Social issues:
 - recession
 - unemployment
 - demographics, e.g. ageing population.

Topic C.2 Impacts

- Increase in prices.
- Withdrawal of destinations.
- Repatriation of customers.
- Disruption to travel.
- Growth/decline in sales of travel and tourism products or services.

Assessment criteria

Level 1		Level 2 Pass		Level 2 Merit		Level 2 Distinction	
Learning aim A: Explore the developments that have helped shape the UK travel and tourism sector							
1A.1	Outline four key developments that have helped shape the UK travel and tourism sector.	2A.P1	Describe key developments that have helped shape the UK travel and tourism sector.	2A.M1	Explain key developments that have helped shaped the UK travel and tourism sector.	2A.D1	Evaluate key developments that have helped shape the UK travel and tourism sector.
1A.2	Outline four developments in transportation that have helped shape the UK travel and tourism sector.	2A.P2	Describe four developments in transportation that have helped shape the UK travel and tourism sector.				
1A.3	Outline four developments in legislation that have helped shape the UK travel and tourism sector.	2A.P3	Describe the developments in legislation that have helped shape the UK travel and tourism sector.				
Learning aim B: Understand how lifestyle changes and trends have influenced the development of the UK travel and tourism sector							
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.M2	Explain four lifestyle changes that have influenced the UK travel and tourism sector.	2B.D2	Analyse key lifestyle changes and 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.M3	Explain four trends that have influenced the UK travel and tourism sector.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Investigate the issues that have impacted on the development of the UK travel and tourism sector			
1C.6 Outline how two selected issues have impacted on the development of the UK travel and tourism sector.	2C.P6 Describe how four selected issues have impacted on the development of the UK travel and tourism sector.	2C.M4 Explain how four selected issues have impacted on the development of the UK travel and tourism sector.	2C.D3 Evaluate how selected issues have impacted on the development of the UK travel and tourism sector.

*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.

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.

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 four lifestyle changes and trends that have influenced the sector. They could 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 could 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 could also consider how purpose-built resorts have become popular while some more traditional seaside resorts have declined in popularity, and they could give the reasons for this change.

For 2B.M2 and 2B.M3: learners must explain how four lifestyle changes and trends have influenced the development of the UK travel and tourism sector. They could 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 could 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 development of 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. 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 evaluating the four issues selected, learners should, at this level, evaluate how travel and tourism organisations are responding to the challenges created by the issues explained in 2C.M4. They should be encouraged to support their evaluation 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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1	Key Developments in the UK Travel and Tourism Sector to Include Transportation and Legislation	You have been asked by a local travel agent to produce work that could be used in a window display charting the development of the UK travel and tourism sector. You will need to present detailed information about the key developments over time and how they have moulded and influenced UK travel and tourism into the sector it is today. You could include the information in three sections: key developments, transportation and legislative developments.	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, witness or observation records.
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M2, 2B.M3, 2B.D2	Lifestyle Changes and Trends	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.	Booklet showing the changing lifestyles and trends over time and how these changes are linked to the developments that have taken place.
1C.6, 2C.P6, 2C.M4, 2C.D3	Issues and Impacts	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.	Multimedia presentation, oral presentation, newspaper article or a report for a travel journal. This could be done as group work. Presentations would need tutor witness or observation records.

Unit 4: International Travel and Tourism Destinations

Level: **1 and 2**

Unit type: **Mandatory**

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
<p>Learning aim A: Know the major international travel and tourism destinations and gateways</p> <p>Topic A.1 International destinations</p> <p>When considering international travel and tourism it is essential to know the continents and regions:</p> <ul style="list-style-type: none"> • Europe • Africa • North America • South America • Asia • Australasia • Arctic/Antarctic • regions – European, worldwide (outside of Europe). <p>Topic A.2 Major gateways</p> <p>It is essential to know about major international gateways:</p> <ul style="list-style-type: none"> • 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). <p>Topic A.3 Types of destination</p> <p>International travel and tourism requires knowledge about different European and worldwide destinations.</p> <ul style="list-style-type: none"> • European destinations: <ul style="list-style-type: none"> ◦ 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: <ul style="list-style-type: none"> ◦ 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. <p style="text-align: right;"><i>continued</i></p>

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, flight duration):

- 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.

What needs to be learnt**Learning aim C: Be able to plan international travel to meet the needs of visitors**

- Information sources, e.g. guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres, websites.
- 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.
- Needs and characteristics of different types of visitor, in relation to planning holidays.
- Planning:
 - visitor requirements, e.g. preferred dates/time of year
 - travel requirements, e.g. air, cruise, rail, combination
 - accommodation requirements, e.g. standard of accommodation, type of accommodation, board basis, e.g. full-, half-board
 - motivation, e.g. relaxation, activity, culture, special occasion
 - features, e.g. natural features, cultural features, facilities and services
 - budget.
- Itinerary: date and time of travel, mode of travel, departure and destination location, type of accommodation, board basis, specific features included.

Assessment criteria

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

*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 or A3 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 UNESCO World Heritage Sites.

For 2A.M1: learners could be given a selection of scenarios of four travellers from the UK, wanting flights to European and international destinations. Learners should select two European and two worldwide scenarios and for each explain typical routes of air travel, including airports, airlines, flight numbers, timings, flight duration and transfers.

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 types 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 will plan a holiday and produce one European itinerary for one visitor type and plan a holiday and produce one worldwide itinerary for a different visitor type. Learners should think independently and look at different visitor types for each destination. Each set of visitors will have different needs and motivations. These should be shown within the itinerary, which should include dates, 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 visitors 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 holiday 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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1	Where in the World?	You are working for a tour operator and are required to identify and locate international holiday destinations and gateways for a destination display.	Series of maps and information sheets on routes of travel.
1B.3, 2B.P3, 2B.M2, 2B.D1	What's the Appeal?	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.	Mini brochures or multimedia presentation. Witness statement, observation record confirming explanation with justification.
1C.4, 2C.P4, 2C.M3, 2C.D2	Where in the World?	You take part in travel consultant scenarios to select, plan, analyse and adapt suitable holidays for specific customers.	Role play/itinerary/written proposal. Witness statement, observation record of analysis, explanation with justification of the itinerary or proposal.

Unit 5: Factors Affecting Worldwide Travel and Tourism

Level: **1 and 2**

Unit type: **Mandatory/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

What needs to be learnt
<p>Learning aim A: Investigate how climate, and worldwide time, can affect the appeal of worldwide destinations</p> <p>Topic A.1 Climatic conditions affecting the appeal of travel and tourism</p> <p>It is essential to know about climate and seasonality factors that influence travel and tourism both in Europe and worldwide.</p> <ul style="list-style-type: none"> • Climatic conditions, e.g. tropical storms, monsoons, high humidity, low humidity, extreme heat and cold, wet and dry seasons, sun, snow, wind. • Seasonal variations: <ul style="list-style-type: none"> ◦ 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. <p>Topic A.2 The effect of worldwide time</p> <ul style="list-style-type: none"> • 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
 - typhoid
 - hepatitis
 - 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 and Commonwealth Office (FCO) advice, tour operator guidance, airline advice).

Assessment criteria

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

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Understand influential factors on worldwide travel and tourism destinations			
1B.4 Outline the importance of using passports and visas to two travel destinations.	2B.P4 Describe the importance of, and reasons for, using passports and visas for two travel destinations.		
1B.5 Outline health risks and precautions related to four different destinations, with support.	2B.P5 Describe health risks and precautions related to four different destinations.	2B.M4 Explain health risks and precautions related to four destinations.	
1B.6 Outline two emergency situations that have affected different destinations.	2B.P6 Describe two emergency situations that have affected different destinations, including examples.	2B.M5 Explain the effects that two emergency situations have had on travel, including examples.	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.

*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 climatic conditions affect the appeal of two short-haul and two long-haul 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, (two short-haul and two long-haul destinations) 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 International Date Line. All aspects of the unit content must be included in the explanations. A range of (at least four) 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, (two short-haul and two long-haul 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, (two short-haul and two long-haul 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 could affect the appeal of destinations.

For 1A.3: for this specific criterion learners may be given limited tutor support on request 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 five 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 2B.M4: learners must explain most health risks in relation to four 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.P6. 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 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 specific sources of information on health risks and precautions for the learner to then independently use these to provide their 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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.M3, 2A.D1	Climate and Time Zones	<p>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.</p> <p>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.</p>	<p>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.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M4, 2B.M5, 2B.D2	Key Factors of Travel	<p>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.</p> <p>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 procedures to be followed. Design a leaflet to give to the learners.</p>	<p>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.</p> <p>Leaflet providing information on the risks and precautions of typical ill health when travelling.</p> <p>Report and multimedia presentation providing explanation/evaluation of two examples of emergency situations that have occurred in the last 5 years and how the travel and tourism industry dealt with these situations.</p>

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

What needs to be learnt
<p>Learning aim A: Investigate travel and tourism customer service</p> <p>Topic A.1 What is 'customer service'?</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ◦ meeting customer needs ◦ meeting organisational targets, e.g. visitor numbers, bookings, sales ◦ increasing profits ◦ creating new business ◦ encouraging repeat business. <p>Topic A.2 Different organisations in the travel and tourism industry</p> <p>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.</p> <ul style="list-style-type: none"> • Size of organisation: <ul style="list-style-type: none"> ◦ small – fewer than 50 employees ◦ medium – fewer than 250 employees ◦ large – more than 250 employees. • Type of organisation: <ul style="list-style-type: none"> ◦ 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

- 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.

Expectations

- Accurate information, e.g. giving directions, signposting to facilities, price, availability, product knowledge.
- Health, safety and security.

Topic B.3 Responding to customer needs and expectations

- 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 reduced mobility may need ground-floor accommodation at a hotel and disabled access for a wheelchair.

What needs to be learnt**Topic B.4 Meeting and exceeding needs and expectations of different types of customer in the travel and tourism sector**

- Meeting needs and 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.

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

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate travel and tourism customer service			
1A.1 Outline the main aims of customer service for travel and tourism organisations.	2A.P1 Describe the main aims of customer service for three different travel and tourism organisations.	2A.M1 Explain, using relevant examples, the main aims of customer service for two different travel and tourism organisations.	2A. D1 Compare and contrast the main customer service aims for two different travel and tourism organisations.
Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector			
1B.2 Identify the needs of one internal and one external customer type.	2B.P2 Explain the needs of three customer types and how they are met.	2B.M2 Compare, using relevant examples, how two travel and tourism organisations meet and exceed customer expectations.	2B.D2 Evaluate the success of two different travel and tourism organisations in recognising and meeting the needs of their customers.
1B.3 Outline how three travel and tourism organisations meet and exceed customer expectations.	2B.P3 Explain how three travel and tourism organisations meet and exceed customer expectations.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand the importance of customer service to travel and tourism organisations			
1C.4 Outline customer service skills relevant to two travel and tourism organisations.	2C.P4 Explain customer service skills relevant to two travel and tourism organisations.	2C.M3 Compare customer service skills relevant to two travel and tourism organisations.	2C.D3 Recommend and justify improvements to poor customer service for one travel and tourism organisation.
1C.5 Describe the impacts of excellent and poor customer service on travel and tourism organisations.	2C.P5 Assess the impact of excellent and poor customer service on travel and tourism organisations.	2C.M4 Compare, using relevant examples, the impacts of excellent and poor customer service on two travel and tourism organisations.	

*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. Learners must select organisations that are different in size and type.

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 state the needs of three customer types. Examples must cover both internal and external customers. Learners must cover all six categories of need for the three selected 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 explanations for 2B.P3 and compare, using relevant examples, how travel and tourism organisations meet and exceed customer needs and 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 are successful in meeting and exceeding customer needs and expectations by anticipating 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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	Customer Service – What Is It All About?	<p>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.</p> <p>Initially you will produce a colourful poster to accompany a report investigating what the main aims of customer service are at the different attractions.</p>	Poster and report.
1B.2, 1B.3, 2B.P2, 2B.P3, 2B.M2, 2B.D2	Who Needs Customer Service Anyway?	<p>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.</p> <p>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.</p>	Series of leaflets/information sheets for a display.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 1C.5, 2C.P4, 2C.P5, 2C.M3, 2C.M4, 2C.D3	Customer Service Is Important!	<p>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.</p> <p>You have also been asked to show how suggested improvements to one visitor attraction could improve the service customers receive.</p>	Individual multimedia presentation with assessor observation record and copies of slides and notes.

Unit 7: Travel and Tourism Business Environments

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **External**

Unit introduction

Businesses in the travel and tourism sector are dynamic. They have to respond quickly to changing consumer behaviour and trends.

Have you ever thought about how many businesses and types of businesses are involved in the travel and tourism sector? Or how the size of companies can vary from a small single-outlet travel agent on your high street up to a large multi-national company with a globally known brand?

Businesses in the travel and tourism sector both respond to these changes as well as drive them by opening up new destinations for us to visit. Holidays and leisure time have become more common but the business is not static and it can grow as well as decline. Trends in the way people travel, as well as where they travel to, all affect businesses in the industry. Travel and tourism businesses increasingly have to respond to trends in consumer and business technology as the way consumers search for travel and leisure opportunities change, as well as the ways these are booked and marketed.

Some trends represent a real challenge for businesses in the sector. Economic recession can mean that fewer people book holidays and the type of holidays they book might change. The rise of the 'staycation' and more people taking their holidays close to home means that businesses have to try even harder to attract consumers. Businesses can also be affected by unforeseen events, such as conflict and natural hazards.

In this unit you will gain an understanding of the range of businesses in the travel and tourism sector, and their structures and functions. You will also understand how economic, visitor and product trends affect businesses in the sector and how they respond to these trends. This understanding is useful for a wide range of travel jobs, including travel services, passenger transport, business management and planning.

Learning aims

In this unit you will:

- A know that there are a variety of types and structures of travel and tourism business organisations and understand how different business functions interrelate
- B understand the trends in the travel and tourism sector and be able to interpret these
- C understand why travel and tourism businesses develop new opportunities to grow and change their products/services and the outcomes of these changes on the business

Learning aims and unit content

What needs to be learnt

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

Topic A.1 Types of business ownership

Know the variety of types of business ownership within the travel and tourism sector and understand the advantages and disadvantages of the common types.

- Common types of travel and tourism business ownership:
 - private limited company
 - public limited company (PLC)
 - franchise/franchisee
 - charitable organisation.
- Other types of travel and tourism business ownership:
 - partnership
 - sole trader
 - cooperative
 - consultancy.

Topic A.2 Types of business structure

Know the variety of business structures within the travel and tourism sector and understand their advantages and disadvantages:

- size – micro-enterprise (up to 10 employees), small and medium enterprises (SMEs; 10–250 employees) and large businesses (over 250 employees)
- geographical scale of operations – multi-national companies, national, regional and local
- staffing structures – hierarchical, flat, matrix.

Topic A.3 Business functions

Know that business organisations have the following internal departments (depending on business type and scale) and the functions of these departments:

- product development – pricing strategies, new destinations, new attractions, seasonal offerings, tangible and intangible
- customer services – managing customer requirements and experience in different countries, languages, cultures and time zones, crisis management
- human resources – managing and training staff, including overseas and seasonal staff
- IT systems – national and international booking systems
- finance and accounting – managing currency fluctuations, managing seasonal cash flow.

Know that business organisations use external services and their function, for the following:

- advertising and promotion – last-minute advertising/discounting, 'dream selling'
- market research – customer satisfaction survey, mystery shopper
- consultancy services – brand development, public relations
- accounting/administration – financial records, business records
- online services – website development, apps.

continued

What needs to be learnt

Understand the advantages and disadvantages of organisations using external functions/services, for the following:

- expertise of external functions/services
- cost of using external functions/services
- resources – time, staff, equipment in relation to organisation and external functions/services
- impartiality of external functions/services
- duration in relation to external functions/services.

Learning aim B: Understand the trends in the travel and tourism sector and be able to interpret these**Topic B.1 Economic trends**

Understand how economic trends can affect the travel and tourism sector, including the interpretation of data:

- employment rates – changing levels of employment/unemployment, plus levels within specific age groups and how this impacts different travel and tourism organisations targeting specific market segments
- disposable income (discretionary income which can be spent on leisure and tourism) – increase/decrease and how this impacts on tourism spend and choice of destination/types of holiday
- spend per visitor – increase/decrease in average amount spent per visitor and how this impacts the businesses in the travel and tourism sector
- impact of currency exchange rate fluctuations on affordability of destinations.

Topic B.2 Product/service trends

Understand how the travel and tourism sector develops new products and services in response to changing trends, including the interpretation of data:

- holiday types – package, all inclusive, tailor-made, self-catering, staycation – and the changing significance of these types over time
- demographic and socio-economic trends – increasingly ageing population, declining youth market, cost-conscious family market and affluent empty-nesters
- transport – rise in low-cost airlines, cruising, low-cost coach travel, environmentally friendly options
- accommodation – development of boutique/niche hotels, holiday parks, second homes, budget hotels
- cultural trends – media influences, themed holidays/attractions, 'dark tourism', health tourism, sport tourism, rise of stag/hen parties taken abroad, eco/responsible tourism
- seasonal trends – peak and off-peak products and how these change
- technology trends – wireless products/services, social media.

Topic B.3 Destination trends

Understand changing trends in travel and tourism destinations since the year 2000, including the interpretation of data:

- countries around the world – increase/decrease in UK visitor numbers to popular overseas destinations
- visitor attractions – increase/decrease in visitor numbers to different types of visitor attractions, including paid for/free entry, natural, purpose built, heritage
- domestic/international visitor numbers – increase/decrease in UK residents taking domestic holidays and inbound visitors to the UK.

What needs to be learnt

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

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

Understand why businesses in the travel and tourism sector respond to business opportunities:

- to increase market share and maximise shareholder benefits
- to minimise business risk, avoiding product life cycle decline
- to create new products/services and appeal to existing and new customers
- increased profitability
- competition – reacting to competitors.

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

Understand the variety of opportunities and threats that travel and tourism businesses may need to respond to:

- changing aspirations and consumer needs create demand for new products and destinations
- competitor behaviour – new competitors, decline in competition, new products/services offered by them
- economic recession and a downturn in bookings, visitor numbers and turnover
- foreseen events – national, international, cultural, sporting, heritage
- unforeseen events – natural disasters (eruptions, earthquakes, extreme weather) and human-influenced events (terrorist attacks, wars, riots, industrial strikes/action)
- exchange rate fluctuations
- external costs – food, fuel and accommodation prices
- local and national government intervention – taxation, immigration policy, investment in infrastructure, funding of promotional organisations/material
- developments in technology – wireless products/services, social media
- social attitudes towards ethical, cultural and environmental issues.

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

Understand how businesses change and innovate in response to opportunities and threats:

- changing the structure of the business – takeovers, mergers, vertical and horizontal integration, new subsidiary companies
- developing new markets – new customer types, new destinations, new accommodation types
- introducing technological innovations – Bluetooth® technologies in theme park rides, booking systems, e-marketing, electronic and mobile ticketing and promotion, apps
- cutting costs – economies of scale, outsourcing to take advantage of cheaper labour costs, moving functions overseas.

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 question 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 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 8: Promotion and Sales in Travel and Tourism

Level: **1 and 2**

Unit type: **Optional Specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

'Without promotion something terrible happens... Nothing!' PT Barnum, American Showman (1810–91).

As a society we are constantly bombarded with different promotional and sales messages. Every organisation wants us to choose its products/services over their competitors and they spend huge amounts of money persuading us to do this.

Promotion and sales are vital to business success, particularly in such a competitive and dynamic sector as travel and tourism.

However, what makes a specific promotional message memorable? What makes us think we must have that particular product? What creates the desire? What makes us follow through and take action to acquire the product/service on offer?

In this unit you will gain knowledge and understanding of how and why an organisation promotes its products/services and how products/services are sold.

You will have the opportunity to look at successful promotions and see why they worked. You will learn the promotional language used by the professional marketing experts in the industry which will help you understand why so many different types of promotional techniques and materials are used to influence customer behaviour.

You will gain an understanding of how different techniques and materials can appeal to different target markets.

Finally, you will get the opportunity to put this knowledge into practice and design your own effective promotional materials for a target market.

Learning aims

In this unit you will:

- A investigate how travel and tourism products/services are sold
- B understand the promotional techniques and materials used by travel and tourism organisations
- C plan and create effective promotional materials for travel and tourism target markets.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Investigate how travel and tourism products/services are sold</p> <p>Topic A.1 Importance of organisational aims and objectives to travel and tourism promotion and sales</p> <p>Travel and tourism promotion and sales can be supported by a variety of aims/objectives, some of which may at times conflict within an organisation as they try to meet them:</p> <ul style="list-style-type: none"> • financial – to make a profit, increase sales, reduce losses, break even, manage assets • strategic – to expand, diversify, compete, generate consumer loyalty • physical – to organise resources e.g. property, equipment • human – staff performance, customer service • corporate responsibility – promotion of responsible tourism principles. <p>Mission statement – the public statement many organisations work towards to provide a specific culture for their customers.</p> <p>Topic A.2 Target markets</p> <p>The different target markets that sales/promotions can be aimed at, such as by:</p> <ul style="list-style-type: none"> • age, e.g. children, teenagers, retired • gender • socioeconomic group, e.g. A: professionals, B: managers, C1: supervisors, C2: skilled manual, D: semi-skilled manual, E: unskilled manual • lifestyle, e.g. empty nesters, rural, urban • ethnicity • geographical location, e.g. local, national, international • common/special interest, e.g. sport, hobby. <p>Topic A.3 Selling channels and the impact of technology</p> <p>A selling channel is how organisations sell their products and/or services:</p> <ul style="list-style-type: none"> • chain of distribution – producer, wholesaler, retailer, customer • face to face – travel agent, ticket office, reception • telephone/online – call centres, booking websites <p>Impact of new technologies, e.g.:</p> <ul style="list-style-type: none"> • broadband and mobile internet – customers expect non-stop access to selling channels, when travelling themselves, in coffee shops and airports, as well as at home • social media advertising, e.g. Facebook, Instagram, Twitter • self-service machines – reducing the need for face-to-face staff and direct communication with customers • mobile phone apps – as smart phones are used more widely, organisations are producing apps to ensure customers stay connected and loyal. Phones can be a means to pay as well as to book • digital television – interactive TV, computerised screen.

What needs to be learnt

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

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

How travel and tourism organisations advertise their products and services.

Promotional techniques:

- advertising
- direct marketing
- public relations (PR)
- displays
- sponsorship
- sales promotion
- brochures.

Promotional materials:

- advertisements such as TV, radio, leaflets, billboards, magazine/newspapers, promotional DVDs, merchandising, websites/pop-ups
- direct mailshots, emails, loyalty schemes
- press releases, celebrity appearances
- shop windows, displays at exhibitions
- paying for another company to display your logo, e.g. travel and tourism organisations sponsoring sporting events
- special promotions, e.g. BOGOF (buy one, get one free), competitions
- holiday brochures, online brochures.

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

- Cost/budget – some techniques/materials are more expensive than others, e.g. national TV advertising or sponsoring a major football team.
- Target markets – some techniques/materials will be more effective for different target markets, e.g. social networking sites are more appealing to younger age groups, local newspapers will only reach those in the immediate geographical locality.

What needs to be learnt**Learning aim C: Plan and create effective promotional materials for travel and tourism target markets****Topic C.1 The features that make promotional materials effective**

- Needs of target market – placement, where the target customers are most likely to see the promotional material.
- Information provided – message, language – what will need to be put into the material to ensure the target market is attracted and encouraged to take action.
- Design of the material – layout, style, colour, images, straplines, novelty, branding/logo.

Topic C.2 Planning the creation of promotional materials

- Timescales – when will the promotional material will be used, the months it will be available.
- Budget – how much it will cost.

Topic C.3 Creating promotional materials

- Techniques and materials; media; technology; creative skills.
- Evaluation of materials: use of feedback from e.g. tutors, peers, other stakeholders; clarity of message; use of language; market placement; design; timescale; budget.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate how travel and tourism products/services are sold			
1A.1 Outline how promotion and sales are supported by the aims and objectives of two travel and tourism organisations.	2A.P1 Explain how promotion and sales are supported by the aims and objectives of two different travel and tourism organisations.		
1A.2 Outline the target markets of two travel and tourism organisations.	2A.P2 Describe the target markets of two selected travel and tourism organisations.	2A.M1 Explain how a travel and tourism organisation has developed/adapted their products/services for a specific target market.	2A.D1 Analyse the impact of new technology on how two travel and tourism organisations sell their products/services.
1A.3 Outline the selling channels used by two different travel and tourism organisations.	2A.P3 Describe how two different travel and tourism organisations sell products/services, including use of new technology, to their target markets.	2A.M2 Explain why two travel and tourism organisations use a variety of selling channels, including use of new technology, to reach their target markets.	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Understand the promotional techniques and materials used by travel and tourism organisations			
1B.4 Outline how two different travel and tourism organisations promote their products/services to their target markets.	2B.P4 Explain how two different travel and tourism organisations use a variety of promotional techniques and materials to appeal to their target markets.	2B.M3 Explain how the use of different promotional techniques and materials can increase the appeal of travel and tourism products and/or services.	2B.D2 Assess the effects that different factors can have on the choice of promotional techniques and materials used by travel and tourism organisations.
1B.5 Outline factors that influence the choice of promotional techniques and materials by two travel and tourism organisations.	2B.P5 Describe the factors that influence the choice of promotional techniques and materials by two travel and tourism organisations to appeal to their target markets.		
Learning aim C: Plan and create effective promotional materials for travel and tourism target markets			
1C.6 Outline, with support, a plan of a piece of travel and tourism promotional material.#	2C.P6 Plan a piece of travel and tourism promotional material to meet specified message and budget.#	2C.M4 Plan a piece of travel and tourism promotional material explaining how it meets the specified message, budget, timescale and selected target market's needs.#	2C.D3 Plan and create travel and tourism promotional material within agreed budget and timescale, and evaluate how it meets the needs of, and appeals to, a selected target market.#
1C.7 Create a piece of travel and tourism promotional material with support.	2C.P7 Create a piece of travel and tourism promotional material designed to appeal to a target market.	2C.M5 Create a piece of travel and tourism promotional material demonstrating a clear message, correct language use and design quality appropriate to a selected target market.#	

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners will require access to promotional materials from travel and tourism organisations.

They will need access to IT to produce an item of promotional material and also for research purposes.

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 explain how the organisational aims and objectives of two different travel and tourism organisations support their respective sales and promotion activities. Learners must show an understanding of a variety of different aims/objectives and be able to apply their understanding of how these relate to sales and promotional activities for two different organisations in the industry.

For 2A.P2: learners must choose two travel and tourism organisations and describe their target markets. They must include information on all related target market points listed in the unit content.

For 2A.P3: learners need to describe how two different organisations sell their products/services to their target markets. This must cover all relevant selling channels for two different organisations – for example an airline and a visitor attraction. Learners must cover a minimum of two products or two services or one of each as relevant to the organisations covered and include the use of new technologies.

For 2A.M1: learners should explain how a travel and tourism organisation has developed/adapted their products/services for a specific target market. This could be based on one of the organisations evidenced in 2A.P1.

For 2A.M2: learners should explain why two travel and tourism organisations use a variety of selling channels to reach their target markets. Learners could choose organisations that use a variety of selling channels as their research for 2A.P2 should provide them with good evidence for this criterion. They should cover at least three different selling channels over the two organisations and include the use of new technologies.

For 2A.D1: learners need to analyse the impact of new technology on how two travel and tourism organisations sell their products/services. Learners must cover a minimum of two products or two services or one of each as relevant to the organisations covered.

For 1A.1: learners will outline, how the organisational aims and objectives of two different travel and tourism organisations support their respective sales and promotion activities. Learners must show a simple understanding of different aims/objectives and be able to apply this to how these relate to sales and promotional activities for two different organisations in the industry.

For 1A.2: learners must choose two travel and tourism organisations, and outline their target markets.

For 1A.3: learners must demonstrate their knowledge of the selling channels used by two different travel and tourism organisations.

Learning aim B

For 2B.P4: learners must provide an explanation of how two different organisations use a variety of promotional techniques and materials to appeal to their target markets. At least two different materials should be described for each organisation.

For 2B.P5: learners must provide a description of the factors that could influence the promotional techniques and materials chosen by two organisations to appeal to their target markets. There must be reasonable detail in the description.

For 2B.M3: learners must provide an explanation of how the use of different promotional techniques and materials can affect the appeal of products/services. Learners need to provide an explanation of how different promotional techniques and materials will reach and appeal to different target markets, causing them to take action. It would be expected that learners would understand the difference between promotional techniques and promotional materials at this level. For example, a short-term promotional technique like a sales promotion will have an impact on demand both during the promotion and maybe afterwards.

For 2B.D2: learners must assess the effects different factors can have on the choice of promotional techniques and materials used by travel and tourism organisations. Learners could use the information from 2B.P4 as a basis for their assessment. They could look at the appeal of different materials for different target markets and the way budget can impact choice for the organisations. They could also look at why some promotional techniques or materials may not be used, for example TV advertisements because they are too expensive.

For 1B.4: learners must outline, the target markets of two organisations and how the organisations promote their products/services to their target markets.

For 1B.5: learners must demonstrate their knowledge of the, factors that influence the promotional materials chosen by organisations to promote their products/services to their target markets.

Learning aim C

For 2C.P6: learners need to produce a plan of how they are going to create a piece of promotional material to promote a product/service from the travel and tourism industry. They need to choose their organisation, their product/service, their target market, the type of promotional material they will use, how they will design it and the message they will include – language, logo, selling language etc. They must also include information on timescales and budget.

For 2C.P7: learners need to create their planned promotional material. They should have access to IT to help them undertake this.

For 2C.M4: learners need to consider their plan and explain why they think it will work to help them make an effective piece of promotional material, e.g. budget. The emphasis should be on how the thought process behind the plan has helped to formulate their ideas.

For 2C.M5 this is an extension of 2C.P7, however learners will demonstrate how effective use of design, message, pictures, placement etc will help the piece of promotional material that they have created appeal to their chosen target market.

For 2C.D3: learners need to plan and create promotional material that appeals to a chosen target market, and evaluate how effective the material is in achieving this.

For 1C.6: for this specific criterion, learners may be given limited tutor support on request, in order to produce an outline plan to create a piece of promotional material. The evidence of the plan could be a presentation to the assessor about what they are going to create and who the target market will be. Appropriate limited support includes guiding the learner towards examples of promotional materials for research purposes and providing headings of what should be included in a plan. The learner can then independently use the ideas from the example promotional materials to help inform their own plan.

For 1C.7: for this specific criterion, learners may be given limited tutor support on request, in order to create a piece of promotional material. Appropriate limited support includes guiding the learner towards examples of promotional materials for research purposes. The learner can then use the ideas from the example promotional materials to help create their own independent promotional material. Once completed this material may not have an obvious target market and it may be missing information that would make it effective, such as a map to the place, or prices.

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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.D1	The Importance of Sales and Promotion to the Travel and Tourism Industry	<p>You are the Marketing Officer for a travel and tourism organisation and you have an idea to help sell more products/services. You need to present research you have undertaken on other similar organisations.</p> <p>Your presentation will include information on target markets and how these organisations develop/adapt and sell their products/services.</p> <p>After this presentation you will then present them with a report. This report will explain how organisational aims and objectives link to sales and promotion and describe target markets. Information will also be included as to why a variety of different selling channels are used by organisations and finally an analysis of how selling channels have been affected by new technology.</p>	<p>Multimedia presentation with accompanying notes and observation record from the assessor.</p> <p>A report providing explanation and analysis.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M3, 2B.D2	Promotional Techniques and Materials	<p>The organisation that you work for is interested in increasing the amount of promotion it undertakes. However it is unsure how to move forward and wants research undertaken about the promotional techniques and materials used by other travel and tourism organisations.</p> <p>You need to undertake this research and then produce a document showing the promotional techniques and materials used by two different organisations to appeal to their target markets. You need to explain how the use of different techniques and materials can affect the appeal of products/services. You also need to provide information on the factors that have impacted on the promotional methods chosen by the organisations.</p>	Report/multimedia presentation. There should be research undertaken into two organisations to provide the description of promotional techniques and materials used and the factors that may have influenced the choice of promotion.
1C.6, 1C.7, 2C.P6, 2C.P7, 2C.M4, 2C.M5, 2C.D3	Plan and Create an Effective Piece of Promotional Material	<p>You have now been asked by the organisation you work for to produce an effective piece of promotional material for a product/service of your choice.</p> <p>You need to produce:</p> <ul style="list-style-type: none"> • a crib sheet describing the features that make promotional materials effective, referring to examples of promotional materials you have studied • a plan to create a piece of promotional material • a piece of promotional material to appeal to a specific target market. 	A plan – either in tabular form or any other deemed suitable and a piece of promotional material.

Unit 9: Travel and Tourism Employment Opportunities

Level: **1 and 2**

Unit type: **Optional specialist**

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. This unit will prepare learners with the opportunity to investigate the broad range of job roles and career opportunities available within the travel and tourism sector and the working patterns these involve.

Learners will examine entry requirements and progression routes and review selected jobs in detail to appreciate the knowledge, skills and qualities needed to carry out the duties associated with specific job roles within travel and tourism. They will investigate job specifications, person specifications and the rights and responsibilities of employer and employee.

Learners will consider the recruitment and selection process and how job roles can be developed including the start of employment and further development during a career.

Learning aims

In this unit you will:

- A know the employment opportunities available in the travel and tourism sector
- B examine travel and tourism employment requirements
- C understand travel and tourism recruitment and selection, and employment development.

Learning aims and unit content

What needs to be learnt

Learning aim A: Know the employment opportunities available in the travel and tourism sector

Topic A.1 Job roles with the travel and tourism sector

There are many travel and tourism industries and associated job roles within the sector.

- Travel agents:
 - associated job roles and their key responsibilities, e.g. sales consultant, travel agency manager, foreign currency exchange agent.
- Tour operators:
 - associated job roles and their key responsibilities, e.g. resort representative, reservations agent, quality controller, operations manager.
- Airlines and airports:
 - associated job roles and their key responsibilities, e.g. check in clerk, cabin crew, baggage handler.
- Accommodation providers:
 - associated job roles and their key responsibilities, e.g. receptionist, events manager, bookings supervisor.
- Visitor attractions:
 - associated job roles and their key responsibilities, e.g. ride operative, customer service assistant, tour guide.
- Passenger transport operators:
 - associated job roles and their key responsibilities, e.g. transport manager, coach driver, passenger service agent.
- Tourism development:
 - associated job roles and their key responsibilities, e.g. tourism officer, business development manager, visitor services officer.

Topic A.2 Working patterns

How different working patterns apply to different travel and tourism industries.

- Full time/part time.
- Seasonal.
- Shift work.

What needs to be learnt**Learning aim B: Examine travel and tourism employment requirements****Topic B.1 Job specifications for employment in the travel and tourism sector**

Entry level, staff, supervisor and managerial job roles have different demands and requirements for both the employee and the employer. These will include:

- duties and responsibilities
- key terms of employment, e.g. hours of work, holiday allowance, sickness absence
- pay
- employment benefits, e.g. pension, health insurance, offers.

Topic B.2 Person specifications for jobs in the travel and tourism sector

Employment within the travel and tourism sector will require different skills and qualifications.

Entry requirements:

- qualifications, e.g. GCSEs (particularly in English and Maths), BTEC Levels 2/3, GCE A Levels, degrees; prior learning required
- vocational skills, e.g. information technology (IT), problem solving, literacy, numeracy, leadership, communication, listening, project planning, organisational, customer service
- personal skills, e.g. teamwork, reliability, personal presentation, commitment, flexibility, motivation, attitude
- Transferable skills, e.g. from part-time work, voluntary work.

Topic B.3 Binding rights and responsibilities

Employment within the travel and tourism sector involves statutory and contractual rights and responsibilities.

Rights and responsibilities:

- statutory – health and safety, equality, employment protection, pay, holiday and working hours, working conditions, maternity/paternity rights
- contractual – of the employer, of the employee.

What needs to be learnt**Learning aim C: Understand travel and tourism recruitment and selection, and employment development****Topic C.1 Recruitment and selection in the travel and tourism sector**

Recruitment of the right type of staff is essential for a 'people industry' such as the travel and tourism industry. There are different stages and processes in recruitment and selection:

- production of documentation for:
 - job description
 - person specification
- advertising
- application process:
 - application methods, e.g. CV, application form
 - shortlisting applications
 - interviews (individual, group, virtual)
 - job offers
 - references
 - psychometric testing.

Topic C.2 New employment

New employees need to have an understanding of their new job role and what is expected of them, such as:

- induction (purpose, typical formats)
- training
- probation monitoring (targets, appraisal).

Topic C.3 Career progression

Employment within the travel and tourism sector can allow access to further career progression and development, such as:

- training, further study
- performance monitoring (targets, appraisal)
- typical entry points, progression opportunities, pay structures
- career pathways – within, across and outside employing organisations.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know the employment opportunities available in the travel and tourism sector			
1A.1 Identify two job roles in each of three given travel and tourism industries.	2A.P1 Describe the key responsibilities of two job roles in each of three given travel and tourism industries.	2A.M1 Explain why selected roles within one travel and tourism industry are offered on a full-time, part-time, seasonal or shift-working basis.	
1A.2 Identify the working pattern in relation to two job roles in each of three different travel and tourism industries.	2A.P2 Describe the working pattern in relation to two job roles in each of three different travel and tourism industries.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Examine travel and tourism employment requirements			
1B.3 Compare, with support, job specifications in relation to two different travel and tourism job roles.	2B.P3 Compare job specifications in relation to two selected travel and tourism job roles.	2B.M2 Compare the job and person specification for an entry level and managerial position in a travel and tourism industry.	2B.D1 Contrast the job specification, person specification, statutory and contractual requirements on a staff and managerial position in two selected travel and tourism industries.
1B.4 Describe, with support, person specifications relevant to two different travel and tourism job roles.	2B.P4 Describe person specifications relevant to two selected travel and tourism job roles.		
1B.5 Outline statutory and contractual rights and responsibilities of employer and employee.	2B.P5 Describe statutory and contractual rights and responsibilities of employer and employee.	2B.M3 Compare the statutory and contractual rights and responsibilities for an entry level and managerial position in a travel and tourism industry.	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand travel and tourism recruitment and selection, and employment development			
1C.6 Describe the recruitment, selection and employment entry for a given travel and tourism job role.#	2C.P6 Explain the recruitment, selection and employment entry for a given travel and tourism job role.#	2C.M4 Review the recruitment, selection and employment entry process in relation to a given travel and tourism organisation.#	2C.D2 Evaluate the recruitment, selection, employment entry processes and career progression opportunities of two selected travel and tourism organisations.#
1C.7 Outline, with support, two career progression opportunities in the travel and tourism sector.	2C.P7 Explain career progression opportunities relevant to two different travel and tourism job roles.	2C.M5 Review the career progression opportunities for a given travel and tourism job role.	

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Access to the internet and trade publications such as the *Travel Trade Gazette* and *Travel Weekly* will support learner research into job opportunities and career progression.

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 two job roles, and their key responsibilities, from a minimum of three travel and tourism industries as listed in unit content. Tutors should select the industries which must vary to ensure that learners demonstrate an appreciation of the variety of job roles available across different industries within the travel and tourism sector. Trade publications, local newspapers and the internet could be used when learners research for this requirement.

For 2A.P2: learners will need to describe the different working patterns in travel and tourism. This must be in the context of different six travel and tourism job roles from across three industries and could be related to those selected for P1.

For 2A.M1: learners need to explain why different working patterns work apply within one travel and tourism industry. Learners must include one example of each working pattern and relate this to a selected industry.

For 1A.1 and 1A.2: at this level, learners will have the opportunity to identify job roles and working patterns across travel and tourism industries.

Learning aim B

For 2B.P3: learners must provide information on duties, responsibilities, key terms of employment, pay and employee benefits in relation to two different travel and tourism job roles. These must be an entry or staff level role and supervisory or management level job roles selected by the learners. This will link to assessment of 2A.P1.

For 2A.P4: learners will need to describe the skills and entry requirements for two different job roles. These could be the same job roles covered for 2A.P3. Personal skills, vocational skills and relevant qualifications must be described in the context of each job role.

For 2B.P5: learners must describe statutory and contractual rights and responsibilities of employer and employee. This could be in the context of a selected travel and tourism organisation, linked to a specific job role.

For 2B.M2: learners must provide a comparison of the duties, responsibilities, key terms of employment, pay and employee benefits in relation to an entry-level and a managerial position.

For 2B.M3: learners must provide a comparison of how statutory and contractual rights and responsibilities related to an entry-level and a managerial position. This could be based on real job roles or a work-related case study.

For 2B.D1: learners are required to contrast the requirements, rights and responsibilities of two job roles, (one in entry level and one in managerial) in the travel and tourism sector. Learners' evidence could be in relation to two separate, real organisations or suitable case studies.

For 1B.3, 1B.4: for these specific criteria, learners may be given limited tutor support on request, in order compare job specifications for two travel and tourism job roles and to describe people specifications relevant to two different travel and tourism roles. Appropriate limited support includes guiding the learner towards specific sources of information on or examples of travel and tourism job specifications and relevant people specifications. The learner can then independently compare two job specifications and describe two people specifications relevant to travel and tourism jobs/roles.

1B.5: at this level learners will give a brief outline of statutory and contractual rights.

Learning aim C

For 2C.P6: learners must explain the processes involved in the recruitment, selection and new employment in travel and tourism. This could be in the context of a selected travel and tourism organisation, linked to a specific job role or roles, but must ensure that all elements of selection and recruitment as indicated in the unit content are included. Learners must provide information on the application process and relevant documentation.

For 2C.P7: learners must explain progression opportunities in travel and tourism. Learners are required to explore a logical career progression and related opportunities around two selected job roles within or outside the employing organisation progressing from entry level to a senior role.

For 2C.M4: learners must review the processes involved in the recruitment, selection and new employment in travel and tourism. This could be in the context of a selected travel and tourism organisation, linked to a specific job role or roles, must provide information on the application process and relevant documentation.

For 2C.M5: learners must provide a review of progression opportunities in travel and tourism that relate to a logical and appropriate career progression around a selected job role.

For 2C.D2: learners are required to provide an evaluation of the recruitment, selection, new and future employment for the given and one other selected travel and tourism organisation.

Learners must provide evidence of in-depth research using relevant sources.

For 1C.6: at this level, learners will provide a brief descriptive account of new employment processes.

1C.7: for this specific criterion, learners may be given limited tutor support on request, in order to outline two career progression opportunities in the travel and tourism sector. Appropriate limited support includes guiding the learner towards specific sources of information on career progression opportunities for one role. The learner can then independently outline this career progression opportunity and also research and outline a second career progression opportunity in travel and tourism independently.

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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1	Jobs in Travel and Tourism	You are working for a specialist travel and tourism recruitment company. You have been asked to update the information that you give to potential employees. You must research a variety of employment types and jobs within the travel and tourism sector.	Leaflets. Information booklet. Multimedia presentation.
1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M2, 2B.M3, 2B.D1	Working in Travel and Tourism	You are part of a team that is updating company information on job roles. For two different job roles you need to provide information on the requirements of job roles, skills and qualifications, statutory and contractual rights and responsibilities.	Report. Multimedia presentation.
1C.6, 1C.7, 2C.P6, 2C.P7, 2C.M4, 2C.M5, 2C.D2	You're Hired!	You have been asked to assist in the re-organisation of the human resources department, and to contribute to a redeveloped recruitment and selection process. You must research current good practice in the recruitment and selection of candidates, as well as information about potential career development within the company.	Report. Multimedia presentation.

Unit 10: Organising a Travel and Tourism Study Visit

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Have you ever wondered what goes into the planning of a trip or a study visit? How do people work together to successfully organise a trip or a visit? What are the hazards to consider when planning of a trip or a visit? These are factors that must be thought about when a trip or a visit is planned. Team work is essential. Are you a team player? How do you deal with difficulties and conflicts in a team as they arise?

This unit provides you with the opportunity to participate positively in the organisation of a study visit or trip. You will be able to investigate the planning process, how to undertake a risk assessment and how to evaluate the success of your trip or visit.

You will also be able to evaluate the part you played in organising and planning the trip or study visit, taking into account the skills and knowledge you have gathered along the way.

The unit will help you with your studies as the knowledge, understanding and skills developed often underpin many aspects of other units.

Learning aims

In this unit you will:

- A plan a travel and tourism study visit or trip
- B work with others to deliver a travel and tourism study visit or trip
- C review a travel and tourism study visit or trip and review own performance.

Learning aims and unit content

What needs to be learnt

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

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

Many requirements need to be taken into consideration when planning a study visit or trip. These include:

- choice of study visit or trip (how an appropriate destination/focus is selected)
- meet set aims and objectives (what is the purpose of the study visit or trip)
- curriculum opportunities (relevance, benefits, impact on learners)
- suitable destinations (arrival and departure points, weather conditions, distance to be travelled, means of transport)
- resources, e.g. human (staff, assistants), available transport (types, range, suitability), equipment needed (outdoor clothing, camping equipment, cameras), availability, up to date
- allocation of roles – who is responsible for what part of the study visit or trip; chain of command
- legal and other duties – agreed code of conduct, relevant legislation, insurance (personal, group)
- health and safety – duties of care, personal safety (alcohol, theft), student/staff ratios
- itinerary (e.g. features, contact information, travel arrangements, rendezvous points, food and equipment requirements, timings)
- finance and administration (budget, bookings, costs, collection of money, documentation organisation)
- study visit or trip information booklet (of the venue, of planned activities, clothing and equipment needed)
- record of study visit or trip (use of, for example, logbook, diary).

Topic A.2 Process of risk assessment

A risk assessment is an important part of the process when planning a study visit or trip to:

- identify possible hazards (travel to, from and at the destination, at a venue, planned activities, free time)
- minimise risks
- assess the level of risk
- record action taken to reduce risks of hazard (written and verbal advice, use of reputable organisations, e.g. coach and airline companies).

What needs to be learnt

Learning aim B: Work with others to deliver a travel and tourism study visit or trip

To work successfully as part of a team means that the following factors need to be taken into consideration.

Topic B.1 Responsibilities prior to the study visit or trip

- arranging documentation (e.g. consent forms, medical information, emergency contact details, telephone tree)
- providing visit information (clothing, weather, refreshment requirements).

Topic B.2 Roles during the visit

- personal responsibility (health, safety and security of self and peers)
- time management
- working with others (e.g. peers, teachers/tutors, other guests/passengers, coach driver, speakers)
- positive personal attitude
- keeping to the code of conduct
- awareness of the needs of others (e.g. cultural awareness).

Learning aim C: Review a travel and tourism study visit or trip and review own performance

Topic C.1 Travel and tourism study visit or trip review criteria

To be able to review and evaluate the success of the study visit or trip, the following factors need to be taken into account:

- meeting aims and objectives
- suitability of destinations (for the age group, learning opportunities, appropriate speakers)
- travel arrangements (to, from and at the destinations)
- itinerary (timings, venues, accommodation)
- budget (personal expenditure, costs)
- duration of the study visit or trip
- peer and teacher/tutor feedback on visit or trip (e.g. interviews, questionnaires, surveys, observations).

Topic C.2 Self-review

- peer, teacher/tutor feedback, observer feedback (e.g. interviews, questionnaires, surveys, observations)
- personal/study visit or trip strengths and weaknesses
- areas for improvements (recommendations)
- evaluation of achieving aims and objectives.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Plan a travel and tourism study visit or trip			
1A.1 Plan a travel and tourism study visit or trip briefly outlining aims, itinerary, costs and resource requirements.	2A.P1 Plan a travel and tourism study visit or trip describing aims, itinerary, costs and resource requirements.*	2A.M1 Plan a travel and tourism study visit or trip, explaining its aims, itinerary, costs and resource requirements.*	2A.D1 Plan a comprehensive travel and tourism study visit or trip, discussing in detail relevant legal and health and safety requirements.*
1A.2 Identify hazards and outline minimisation of risks when planning a travel and tourism study visit or trip.	2A.P2 Assess hazards and describe minimisation of risks when planning a travel and tourism study visit or trip.	2A.M2 Analyse the legal and health and safety requirements of a travel and tourism study visit or trip.	
1A.3 Outline legal factors that need to be taken into account when planning a travel and tourism study visit or trip.	2A.P3 Describe legal factors that need to be taken into account when planning a travel and tourism study visit or trip.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Work with others to deliver a travel and tourism study visit or trip			
1B.4 Outline your role and responsibilities when organising a travel and tourism study visit or trip.	2B.P4 Describe your role and responsibilities when organising a travel and tourism study visit or trip.	2B.M3 Explain your role and responsibilities when organising a travel and tourism study visit or trip.	
1B.5 With support, demonstrate your role and responsibilities both before and while on a travel and tourism study visit or trip.	2B.P5 Demonstrate your role and responsibilities both before and while on a travel and tourism study visit or trip.	2B.M4 Demonstrate your role and responsibilities, showing initiative and working positively at all times with others, both before and while on a travel and tourism study visit or trip.	
1B.6 Work with others, with support, during a travel and tourism study visit or trip.	2B.P6 Work with others during a travel and tourism study visit or trip.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Review a travel and tourism study visit or trip and review own performance			
1C.7 With assistance, review the success of a travel and tourism study visit or trip, using feedback.#	2C.P7 Review the success of a travel and tourism study visit or trip, using feedback gathered.#	2C.M5 Assess own performance, and study visit or trip success, using feedback gathered from relevant sources, recommending improvements.#	2C.D2 Evaluate own performance, and study visit or trip success, using feedback gathered from relevant sources, recommending valid improvements for the future.
1C.8 With assistance, review own performance, using feedback, following a travel and tourism study visit or trip.	2C.P8 Review own performance using feedback gathered following a travel and tourism study visit or trip.		

*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*.

Study visits or trips could be chosen by individual learners or by group agreement, centres should decide on the best approach. Each learner is required to take an active role in the running of the study visit or trip planned. If learners contribute to the study visit or trip as part of a team, each learners individual contribution must be evidenced against assessment criteria.

Learning aim A

For 2A.P1: learners must plan a study visit or trip describing the set aims and objectives, costings, itinerary and resources needed. This should be complete with timings and other relevant details such as contact details.

For 2A.P2: learners must describe the minimisation of risks relevant to their planned study visit or trip. This could be done as part of their plan. They must assess potential hazards. A risk assessment template may be used. Venues, destinations, travelling, personal safety and security should all be considered.

For 2A.P3: learners must describe the legal and related factors which need to be taken into account when putting the plan together. This would include any relevant legislation, codes of conduct and insurance requirements. This information could be included in the plan produced for P1.

For 2A.M1: learners must plan a study visit or trip which explains the set aims and objectives, costings, itinerary and resources needed. This should be complete with an explanation of timings and other relevant details.

For 2A.M2: learners need to give an analysis of relevant legal and health and safety factors affecting the study visit or trip plan. This must include information on insurances, duties of care, personal safety factors, student and staff ratios.

For 2A.D1: learners will plan a comprehensive study visit or trip which sets out in detail the aims and objectives, costings, itinerary and resources needed. Learners will include detail of all relevant legal and health and safety factors, and detail on insurances, duties of care, personal safety factors, student and staff ratios.

For 1A.1 and 1A.2: learners need to briefly outline the aims, objectives and minimisation of risks when proposing a study visit or trip as well as identifying hazards.

For 1A.3: learners will give an outline of the legal and related factors which need to be taken into account when putting the plan together. This will reference relevant legislation, codes of conduct and insurance requirements.

Learning aim B

For 2B.P4: learners must describe their own role and responsibilities for the study visit or trip. This could include information on time management, working with others, personal conduct, presentation and consideration for others.

For 2B.P5: learners must demonstrate their own role and responsibilities appropriately before and during the study visit or trip. Evidence will be in the form of observation records, logbooks etc.

For 2B.P6: learners must demonstrate appropriate working with others during the study visit or trip. Evidence will be in the form of observation records, logbooks etc.

For 2B.M3: learners must explain their own role and responsibilities for the study visit or trip. This could include how they will manage their time, how conflicts and differences could be resolved, how they intend to conduct themselves in attitude, personal presentation and consideration for others.

For 2B.M4: learners must demonstrate initiative in their own role and when carrying out responsibilities before and during the study visit or trip and working with others in a positive manner during the study visit or trip. Evidence will be in the form of observation records.

For 1B.4: learners will give an outline of their own role and responsibilities for the study visit or trip. This give some reference to how they will manage their time, how conflicts and differences could be resolved, how they intend to conduct themselves in attitude, personal presentation and consideration for others.

For 1B.5: for this specific criterion, learners may be given limited tutor support on request, to demonstrate their role and responsibilities both before and while on a travel and tourism study visit or trip. Appropriate limited support includes guiding the learner to the extent of their role and responsibilities and ensuring they understand what is required of them, so that the learner can then independently demonstrate undertaking these through their actions. Evidence will be in the form of observation records.

For 1B.6: learners may demonstrate minor weaknesses when working with others during the study visit or trip. Evidence will be in the form of observation records.

Learning aim C

For learning aim C learners are required to use feedback from relevant observers (e.g. peers, teacher/tutor, other appropriate witnesses) as evidence of work carried out.

For 2C.P7: learners must review the success of the study visit or trip using results from the feedback gathered. The learners should link the feedback gathered to their final judgements on the actual success of the study visit or trip.

For 2C.P8: learners must review their own performance during the study visit or trip using feedback from others. Others in this respect are likely to be teachers/tutors, or fellow team members, but could be other suitable witnesses to learners' contributions.

For 2C.M5: learners must assess own performance and the success of the study visit or trip using feedback gathered. Learners must also make recommendations that would improve future study visits or trips. The assessment should show some statistical data and judgements should be made from this supporting evidence.

For 2C.D2: learners must evaluate own performance and the success of the study visit or trip in meeting the aims and objectives as set out in the plan. The evidence should be more expansive than in 2C.M5. Learners must also make valid recommendations which would improve future study visits or trips. The analysis should show statistical data and judgements should be made from this supporting evidence.

For 1C.7 and 1C.8: for these specific criteria learners may be given limited tutor support on request, in order to review their own performance and the success of the study visit or trip using results from the feedback.

Appropriate limited support includes providing the learner with review headings and financial/headcount or other appropriate results/feedback from the study visit or trip. The learner can then independently demonstrate they can review their performance and the success of the study visit or trip.

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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.D1	Planning a Study Visit	<p>You have been asked to organise a study visit for your fellow students in your Travel and Tourism group.</p> <p>The study visit you organise will need to be relevant to the course you have been studying. It will also be used to promote the course to potential students.</p> <p>Before the trip can go ahead you need to show that all potential risks and hazards have been identified.</p>	<p>A report or a multi-media presentation providing the key considerations of the proposal for the study visit including which hazards have been identified and what action has been taken to minimise risks. This could be done as group work.</p> <p>Supporting evidence to show explanatory comments.</p>
1B.4, 1B.5, 1B.6, 2B.P4, 2B.P5, 2B.P6, 2B.M3, 2B.M4	Undertaking a Study Visit	<p>You need to demonstrate your organisational skills and team player abilities to your peers and your teachers/tutors. They want to know how you have managed the organisation of the study visit or trip so successfully.</p> <p>Your diary or log will be shown to prospective students at a recruitment evening.</p>	<p>A diary, log or a booklet which will demonstrate all of the stages and steps of the organisational process of the study visit or trip.</p> <p>Observation Records</p>
1C.7, 1C.8, 2C.P7, 2C.P8, 2C.M5, 2C.D2	Study Visit Review	<p>You need to produce a report which reviews the success of the study visit and your own performance and will contain statistical analysis gathered from feedback.</p>	<p>Multi-media presentation, oral discussion, newspaper article or a report for the college/school magazine or website or a blog.</p> <p>Supporting evidence to show explanatory comments.</p>

Unit 11: Delivering the Travel and Tourism Customer Experience

Level: **1 and 2**

Unit type: **Mandatory/Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

To gain a competitive advantage within the travel and tourism industry, organisations must provide excellent customer service. This involves knowing the importance of customer service, building relationships with customers and providing consistent, reliable customer service that meets customer needs and expectations.

In this unit you will develop your understanding of the main aims and components of customer service for different types and sizes of travel and tourism organisation. You will also explore other reasons why customer service is important and the impact of getting customer service right or, in some cases, wrong.

You will investigate different types of customer, both internal and external to travel and tourism organisations, and why each type of customer is important.

The various components of customer service must work effectively to meet the needs and expectations of customers. This involves the policies, processes and resources used in travel and tourism organisations. In this unit you will consider the advantages and disadvantages of methods used to monitor and evaluate customer service, how customer service provision can be improved, and the benefits of enhancing customer service provision.

This unit gives you the opportunity to demonstrate and develop skills and techniques used to provide excellent customer service in different situations. Through role play, you will consider different customer types and dispositions in situations such as sales, dealing with complaints and problems and providing advice. The role-play opportunities will also highlight other communication skills needed in the travel and tourism industry, skills that can be transferred to other roles such as holiday representatives, air cabin crew, travel agency operations, tour operations, holiday entertainers and tourist information assistants.

Learning aims

In this unit you will:

- A explore customer service aims and customer needs in the travel and tourism sector
- B demonstrate customer service skills and techniques in different travel and tourism situations
- C examine how customer service can be monitored and evaluated in the travel and tourism sector
- D explore how improvements to the customer experience in travel and tourism can be made.

Learning aims and unit content

What needs to be learnt

Learning aim A: Explore customer service aims and customer needs in the travel and tourism sector

Topic A.1 What is 'customer service'?

- Definition: 'customer service' is the provision of service to customers before, during and after purchasing a product/service.

Topic A.2 Customer service aims

- Customer service aims, to include:
 - meeting customer needs
 - meeting organisational targets (visitor numbers, bookings, sales)
 - increasing profits
 - creating new business
 - encouraging repeat business.

The size and type of organisation may have an effect on customer service aims.

- Size of organisation:
 - small – fewer than 50 employees
 - medium – fewer than 250 employees
 - large – 250 or more employees.
- Type of organisation:
 - public, e.g. regional tourist boards, local tourist boards, tourist information centres (TICs) and visitor information centres (VICs), World Tourism Organization
 - private, e.g. TUI, Hilton Hotels, Alton Towers, Manchester Airport Group, Blackpool Pleasure Beach, National Express, Hertz Car Hire, Kuoni
 - voluntary, e.g. National Trust, Youth Hostel Association.
- An organisation's customer service aims are informed by the impact of excellent and poor customer service on the organisation, e.g.:
 - increased/decreased sales
 - new customers
 - repeat business/brand loyalty
 - referred business
 - public image/reputation
 - number of complaints
 - number of compliments
 - staff turnover
 - job satisfaction.

continued

What needs to be learnt

Topic A.3 Customer types

- Internal customers, to include:
 - colleagues and staff within own team
 - supervisors and managers
 - directors and owners
 - staff at other branches
 - suppliers.
- External customers, to include:
 - existing and new customers
 - individual 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 disabilities and specific needs.

Topic A.4 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 translation, for customers with young children or babies, elderly customers.
- Advice and guidance, e.g. the suitability of a tourist attraction, how to obtain a visa.
- Products and services, e.g. provided as booked, meeting a specific need.
- Problems and queries, e.g. helping with lost documents, resolving questions and complaints.
- Specific needs, e.g. induction loop, access requirements (e.g. wheelchair users).

Topic A.5 Responding to customer needs

- Responding to requests:
 - written requests from customers in the form of e.g. an email for information, a completed booking form or a letter
 - verbal requests from customers, either face to face or over the telephone.
- Recognising unstated customer needs (the ability to recognise needs that have not been specified by the customer), e.g. a customer with a baby may need priority boarding on a flight if they are travelling with a pushchair, a customer with reduced mobility may need ground-floor accommodation at a hotel and access for a wheelchair.

What needs to be learnt**Learning aim B: Demonstrate customer service skills and techniques in different travel and tourism situations****Topic B.1 Communication methods used in delivering customer service**

- Formal communication, e.g. delivering transfers, at welcome meetings, handling complaints.
- Informal communication, e.g. property visits, excursion guiding.
- Written communication, e.g. emails, online forms, text, complaint forms, accident reports, information leaflets.
- Verbal communication, e.g. face-to-face communication, delivering a welcome meeting, telephone calls.
- Non-verbal communication, e.g. body language, eye contact, personal presentation.

Topic B.2 Communication skills and techniques used in delivering customer service

- Verbal, including face to face and on the telephone, e.g. pronunciation, choice of language, voice projection, using a microphone, voice clarity, pitch and intonation, avoiding jargon and slang.
- Listening skills, e.g. active listening.
- Non-verbal, e.g. body language, eye contact, personal presentation.

Topic B.3 Customer service skills and techniques specifically required for the travel and tourism industry

- Providing up-to-date and accurate information on products and services.
- Time management.
- Being welcoming and approachable.
- Recognising and responding appropriately to different customer needs.

Topic B.4 Selling skills and techniques used in delivering customer service

Skills and techniques required to sell a product or service, e.g.:

- establishing a rapport with customers
- identifying customer need
- matching products and services to customer needs
- up-selling
- other techniques (closing the sale, switch selling, features and benefits, objection handling)
- providing after-sales service.

continued

What needs to be learnt

Topic B.5 The role of customer types and dispositions in delivering customer service

- Recognising different customer types and dispositions and communicating with each in the most appropriate way.
- Different customer types and dispositions, e.g.:
 - aggressive
 - complaining
 - distressed
 - non-English speaking
 - groups, which may be organised groups
 - individual and single customers
 - families
 - couples
 - those with special interests
 - business people
 - different age groups
 - customers with disabilities and specific needs
 - customers from different cultures/ethnicity.

Topic B.6 Travel and tourism situations

- Face to face, written, telephone.
- Providing accurate information, e.g. giving directions, signposting to facilities, price, availability, product knowledge.
- Complaints, e.g. wrong accommodation booked.
- Selling, e.g. a holiday to a customer in a travel agency, an excursion in a resort, a flight over the telephone.
- Providing advice and guidance, e.g. about attractions in a tourist information centre, about a medical centre in a resort, about passports and visas in a travel agency.
- Dealing with problems and queries, e.g. lost passport at the airport, accident involving a child on holiday, no booking for a large group at an attraction.
- Health, safety and security.
- Providing assistance, e.g. with luggage, with language translation, for customers with young children or babies, elderly customers with access requirements.

Topic B.7 Demonstrating skills and techniques

Skills and techniques used when delivering customer service should be:

- appropriate to the situation
- appropriate to the customer.

What needs to be learnt**Learning aim C: Examine how customer service can be monitored and evaluated in the travel and tourism sector****Topic C.1 Customer expectations**

- Meeting expectations, including quality/availability 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, e.g. dealing with problems promptly, offering discounts, offering additional products or services.

Topic C.2 Monitoring and evaluating customer service

- Monitoring:
 - comment cards, e.g. in hotel bedrooms, in airports, at the exit of a visitor attraction
 - informal customer feedback, e.g. comments made by customers to reception staff when leaving a hotel
 - staff feedback, e.g. in team meetings, staff questionnaires
 - customer service questionnaires, e.g. sent out once a customer has returned from holiday, given out to a group leader on a visit to a theme park
 - mystery customers
 - online customer reviews, e.g. organisation's own website, independent websites which rate accommodation, attractions, holiday rental and restaurants (such as Trip Advisor, BusinessTraveller.com)
 - Social networking sites, e.g. Facebook, Twitter.
- Evaluating:
 - statistics from customer service departments, e.g. number of complaints, number of compliment letters, level and type of complaints or compliments
 - level of sales
 - number of repeat or new customers
 - staff turnover
 - comparing to existing benchmarks, e.g. customer service policies, customer complaint policies, organisation's mission statement, other organisational policies.

What needs to be learnt**Learning aim D: Explore how improvements to the customer experience in travel and tourism can be made****Topic D.1 Improving customer service**

- Types of improvement, e.g.:
 - in relation to quality, availability and reliability of service or product
 - in relation to value for money
 - offering new products or services which are better suited to customers
 - changing existing products or services in response to customer feedback
 - changing internal procedures/processes (recordkeeping, after-sales service, customer interface, rewards and incentives)
 - more positive body language and improved tone of voice from staff
 - ensuring staff comply with legal, regulatory and organisational obligations (the requirements of customer charters, price promises)
 - better resolution of customer complaints or queries (improved response speed)
 - in relation to internal customer service (sufficiently trained staff, budgets to support customer and staff reward schemes, adequate staffing budgets, budgets for uniforms, furnishings).
- Ways of improving customer service, to include:
 - identifying poor customer service and addressing areas for improvement, including identifying priorities
 - communicating with customers better (in writing, by telephone, by text message, by email, face to face)
 - providing better staff training (to ensure professional behaviour, courtesy and consideration is shown towards customers, to anticipate customer needs, skills improvement opportunities, training to help staff understand their responsibilities, embedding excellent customer service in the organisation's culture/style)
 - providing opportunities for staff to suggest improvements and innovative ideas in relation to the customer experience
 - implementing more efficient procedures (customer focused, fewer query referrals to manager or supervisor, less paperwork, more accurate provision of information)
 - reviewing availability of resources (sufficient number of staff employed, abilities and qualities of staff, previous experience and qualifications of staff).
- Recognising improvements to customer service, e.g.:
 - compliments from customers
 - positive media coverage
 - increased customer loyalty, repeat business.
- Implications of improving customer service, to include the impact on:
 - customers, e.g. satisfaction with products and services
 - the travel and tourism organisation, e.g. costs (time and resources), benefits (sales and profitability)
 - employees, e.g. more training, development of new skills, job satisfaction, greater scrutiny of performance.

Assessment criteria

Level 1		Level 2 Pass		Level 2 Merit		Level 2 Distinction	
Learning aim A: Explore customer service aims and customer needs in the travel and tourism sector							
1A.1	Outline the main customer service aims for two different travel and tourism organisations.	2A.P1	Describe the customer service aims for two different travel and tourism organisations.	2A.M1	Compare the main customer service aims for two different travel and tourism organisations and how these aims relate to customer needs, using relevant examples.	2A.D1	Evaluate the main customer service aims for two different travel and tourism organisations and how these aims relate to customer needs, using relevant examples.
1A.2	Outline the needs of one internal and one external customer type in a travel and tourism context.	2A.P2	Explain the needs of three customer types in a travel and tourism context and how they are met.				
Learning aim B: Demonstrate customer service skills and techniques in different travel and tourism situations							
1B.3	Identify the methods, skills and techniques required to deliver customer service in a travel and tourism context.	2B.P3	Describe the methods, skills and techniques required to deliver customer service in a travel and tourism context.				
1B.4	Demonstrate, with support, skills and techniques when providing customer service in three travel and tourism situations, one of which must involve selling skills.#	2B.P4	Demonstrate appropriate skills and techniques when providing customer service in three travel and tourism situations, one of which must involve selling skills.#	2B.M2	Demonstrate appropriate and effective skills and techniques when responding to customers in three travel and tourism situations.#	2B.D2	Demonstrate appropriate and effective skills and techniques, and project a confident image, when dealing with customers in different travel and tourism situations.#

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Examine how customer service can be monitored and evaluated in the travel and tourism sector			
1C.5 Outline ways in which a selected travel and tourism organisation monitors and evaluates its customer service provision.	2C.P5 Explain how a selected travel and tourism organisation monitors and evaluates its customer service provision.	2C.M3 Compare how two different travel and tourism organisations monitor and evaluate their customer service provision.*	2C.D3 Evaluate the methods used by a selected travel and tourism organisation to monitor and evaluate its customer service provision.*#
Learning aim D: Explore how improvements to the customer experience in travel and tourism can be made			
1D.6 Identify types of improvement travel and tourism organisations could make to their customer service provision.	2D.P6 Describe types of improvement travel and tourism organisations could make to their customer service provision, using relevant examples.	2D.M4 Assess the changes made by a selected travel and tourism organisation to improve its customer service provision.*	2D.D4 Evaluate the impact of improvements to customer service provision on a selected travel and tourism organisation.*
1D.7 List ways in which a selected travel and tourism organisation has made improvements to its customer service provision.	2D.P7 Explain how a selected travel and tourism organisation has made improvements to its customer service provision.*		
1D.8 Outline the benefits of improving customer service in a travel and tourism context.	2D.P8 Explain, using relevant examples, the benefits of improving customer service in a travel and tourism context.*		

*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*.

In the context of this unit, 'customer experience' could be related to UK or worldwide examples, or a mixture of the two. It is essential that all examples selected generate sufficient source material to ensure learners can achieve the assessment criteria.

Practical activities should always be supported by witness statements or observation records completed by the assessor. Observation records should be accompanied by supporting documents, such as screenshots and brochure pages. Photographs, video recordings, and peer and self-assessment reviews are also effective forms of evidence.

Learners must not use the assessment evidence for learning outcome B of this unit as evidence of achievement in *Unit 16: Holiday Representatives*.

Learning aim A

For 2A.P1: learners must describe the main aims of customer service in the context of two different travel and tourism organisations. These must be the main aims of customer service as indicated in the unit content. Learners must select organisations that are different in size and type.

For 2A.P2: learners must explain the needs of three customer types in a travel and tourism context and how they are met. Examples must cover both internal and external customers and at least six categories of customer need across each of the three customer types. Learners must explain how an organisation responds to these customer needs, covering customer requests in writing and verbal form (face to face or by telephone) and the recognition of unstated needs. The following are examples of recognising unstated needs.

- A resort representative notices from the booking form that there is an elderly customer with walking difficulties and ensures that their allocated room is on the ground floor and in an appropriate position within the hotel.
- A customer service agent at the airport notices that a single adult 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 assistance in getting to the gate prior to boarding.

For 2A.M1: learners must expand on the information presented for 2A.P1 and compare the main customer service aims of two different travel and tourism organisations and how these aims relate to customer needs. Learners must show a clear understanding of how the organisations have used the specific needs of customers to inform the development of their customer service aims. Examples can be used from 2A.P1.

For 2A.D1: learners need to draw on their findings from 2A.M1 and evaluate the main customer service aims for two different travel and tourism organisations and how these aims relate to customer needs, using relevant examples. These organisations will normally be those used for 2A.M1. Evidence lends itself to a report or learner presentation.

For 1A.1: learners must outline the main aims of customer service for at least two different travel and tourism organisations, as outlined in the unit content.

For 1A.2: learners need to outline the needs of one internal customer and the needs of one external customer. Examples given by the learner must cover at least six of the customer needs in the unit content.

Learning aim B

Learners must not use the assessment evidence for learning outcome B of this unit as evidence of achievement in *Unit 16: Holiday Representatives*.

For 2B.P3: learners need to describe, in their own words, the methods, skills and techniques required to deliver customer service in a travel and tourism context. Learners must include relevant examples from within the travel and tourism industry. Evidence could be produced as a written report or verbal presentation using PowerPoint. If a learner uses a verbal presentation, observation records should be used to support assessment of the presentation.

For 2B.P4: learners are expected to take part in three travel and tourism customer service situations which must include telephone and face-to-face situations, and to demonstrate the skills and techniques required when providing customer service. Simulated situations in the form of role-play activities are acceptable. Where role play is used, learners should be given an outline of the scenario so they can prepare for the role-play activities, and should be encouraged to practise their skills and techniques with their peers. One situation could cover a complaint; another situation could cover either providing advice or dealing with a problem. For example, a tourist information centre may give a customer advice on local hotels or attractions or, over the telephone, a travel agent may provide advice on passports, visas and immunisations.

For one of the three situations, learners must respond to a given scenario where they are expected to use their selling skills, for example selling a holiday to a family in a travel agency. For this situation, learners will need to complete accurate written documents relating to the sale, such as a booking form or receipt. The documents must be included in the learner's evidence, which is likely to be in the form of observation records and/or witness statements.

For 2B.M2: learners need to demonstrate appropriate and effective skills and techniques when responding to customers in all three of the situations undertaken for 2B.P4. Where role play is used, learners should have practised their role-play activities with peers and their responses should be professional and appropriate to the situation. For example, when handling a complaint, the correct tone of voice should be used, empathy shown and suitable language chosen to demonstrate that the learner has been effective in handling the complaint. Assessor feedback should clearly reflect how learners demonstrated effective skills and techniques and why the customer service provided was better than that used to achieve 2B.P4. Evidence is likely to be in the form of observation records and/or witness statements.

For 2B.D2: learners must demonstrate appropriate and effective skills and techniques, and project a confident image, when dealing with customers in different travel and tourism situations. These situations should include dealing with a complaint, providing advice or dealing with a problem, and selling a product/service. Assessor feedback should clearly reflect how learners demonstrated effective and appropriate skills and techniques and why the customer service provided was better than that used to achieve 2B.M2. Evidence is likely to be in the form of observation records and/or witness statements.

For 1B.3: learners must identify the methods, skills and techniques required to deliver customer service in a travel and tourism context. It is expected that learners will cover all the applicable content and use straightforward, relevant examples from the travel and tourism industry.

For 1B.4: for this specific criterion, learners may be given limited tutor support on request to participate in three travel and tourism customer service situations as for 2B.P4, which must include written, telephone and face-to-face situations. One of these must involve selling skills. Appropriate limited support includes guiding the learner about the skills and techniques that may be needed in each situation so that the learner can demonstrate these independently.

Learning aim C

For 2C.P5: learners need to research at least two monitoring and two evaluation methods used by a selected travel and tourism organisation in relation to its customer service provision. Learner explanations should include reasons why the travel and tourism organisation carries out these monitoring and evaluation activities. Learners should use relevant sources, such as the internet and teacher input, as part of their research. They must give relevant examples within their work. For example, some hotels have customer comment cards in bedrooms, reception and restaurants where staff can have their service rated. If the comment card is handed in to staff, the customer is entered into a prize draw to win a free weekend stay at the hotel. This helps the organisation to gain customer feedback and return business, and also motivates staff to provide an excellent service to the customer.

For 2C.M3: learners need to compare how two contrasting travel and tourism organisations monitor and evaluate their customer service provision. The learner's comparisons should clearly show that customer type and expectations influence the methods an organisation uses to monitor and evaluate its customer service provision.

For 2C.D3: learners must evaluate the methods a selected travel and tourism organisation uses to monitor and evaluate its customer service provision. Evidence produced for 2C.M3 can be developed into an evaluation for 2C.D3 by focusing on the effectiveness of customer service monitoring and evaluation in one of the organisations selected for 2C.M3.

For 1C.5: Learners must give a basic outline of ways in which a selected travel and tourism organisation monitors and evaluates its customer service provision. Learners must give at least two examples of how a travel and tourism organisation monitors and evaluates its customer service provision. The examples may be straightforward but they must be relevant.

Learning aim D

For 2D.P6: learners need to describe, using examples, the types of improvement that travel and tourism organisations could make to their customer service provision. Learners could use the same organisations investigated in learning aims A and B or choose different ones. Descriptions of improvements to customer service provision could include policies, processes and resources.

For 2D.P7: learners need to select one travel and tourism organisation and explain the ways or methods used to improve its customer service provision. Learners' explanations must provide relevant, valid details regarding the ways in which customer service provision has been improved.

For 2D.P8: learners must explain the benefits of the improvements referred to in 2D.P7. Learners must explain how the improvements benefit customers, the organisation and staff, using at least one example for each.

For 2D.M4: learners need to assess the changes a selected travel and tourism organisation has made to improve its customer service provision (for example changing internal procedures) and whether or not this has resulted directly in improved customer service provision.

For 2D.D4: learners need to build the assessment they provided for 2D.M4 into a full evaluation of the impact of improvements to customer service provision for customers, the organisation and staff in terms of cost, time and resources.

For 1D.6: learners need to give at least three straightforward but relevant examples of the types of improvement travel and tourism organisations could make to improve their customer service provision.

For 1D.7: learners need to list the ways in which a selected travel and tourism organisation has made improvements to its customer service provision. Learners may demonstrate a basic, limited understanding of the improvements made but the identified improvements must be relevant. Evidence could be provided in the form of poster or short presentation.

For 1D.8: learners must outline the benefits of improving customer service, with one example each for customers, the organisation and staff. Learners' outline may be basic and limited in detail but the benefits and examples given must be relevant.

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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	'What is the Aim of Customer Service?'	<p>You are to take on the role of assisting the customer service manager of a travel and tourism organisation and have been tasked with preparing training materials for new staff.</p> <p>The training materials you produce should refer to examples of customer service aims for different types of travel and tourism organisation and how these are linked to meeting the needs of different types of customer.</p>	<p>Report on customer service aims and how these are influenced by customer needs.</p> <p>Multimedia presentation could be used as an alternative to a report.</p>
1B.3, 2B.P3 1B.4, 2B.P4, 2B.M2, 2B.D2	<p>Customer Service Skills and Techniques.</p> <p>Put Yourself in My Shoes.</p>	<p>Before you can take part in any practical role play, it is important that you are aware of the skills and techniques used to deliver good customer service in travel and tourism. Prepare a presentation on the relevant skills and techniques.</p> <p>Now demonstrate your customer service skills through three role-play scenarios which must include, handling a complaint over the telephone, selling a holiday to a family with two young children, and providing advice to a customer travelling to Kenya</p>	<p>PowerPoint/multimedia presentation to show the methods, skills and techniques used to deliver good customer service.</p> <p>Observation records and/or witness statements that capture:</p> <ul style="list-style-type: none"> • a role-play scenario (face to face) of providing health, safety and immunisation advice to a customer travelling to Kenya • a role-play scenario of handling a complaint over the telephone (this could also be done via email) • a role-play scenario of selling a suitable holiday for a family of four with two young children.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.5, 2C.P5, 2C.M3, 2C.D3	How Do You Rate Your Customer Service?	You will continue in the role of assisting the customer service manager of a travel and tourism organisation and prepare more materials based on further investigations into customer service provision. This will cover how the provision is monitored and evaluated. The materials you produce need to refer to specific examples of travel and tourism organisations.	<p>Written report or guidance booklet for use with new or existing staff.</p> <p>This needs to be followed by a comparison and evaluation of the methods used by two contrasting travel and tourism organisations to monitor and evaluate the effectiveness of their customer service provision.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1D.6, 1D.7, 1D.8, 2D.P6, 2D.P7, 2D.P8, 2D.M4, 2D.D4	Improving Customer Service in Travel and Tourism Organisations	<p>You will continue in the role of assisting the customer service manager of a travel and tourism organisation. The manager has asked you to carry out more research on how improvements to customer service provision in travel and tourism organisations can be made. The materials you produce will need to:</p> <ul style="list-style-type: none"> • describe, using examples, types of improvement travel and tourism organisations could make to their customer service provision • explain how a selected travel and tourism organisation has made improvements to its customer service provision • explain, using examples, the benefits of improving customer service. <p>The materials you produce need to refer to specific examples of travel and tourism organisations.</p>	<p>Written report or guidance booklet for use with new or existing staff.</p> <p>This needs to be followed by an assessment of the changes a selected travel and tourism organisation made to improve its customer service provision and an evaluation of the impact of changing its customer service provision on a selected travel and tourism organisation.</p>

Unit 12: Marketing in Travel and Tourism

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Marketing is designed to find out what we need before we realise we need it, and to provide the products/services, promote them and sell them successfully!

Most organisations in the travel and tourism sector work in a highly competitive, changing environment and need to sell products/services to make money to survive, prosper and grow. They need to provide products/services that we, as consumers, want to buy.

Marketing involves understanding people and their motivations by looking at products/services used and thinking about what could be developed to make those products/services even more desirable. What is it that makes us buy? It may be the product/service itself, or it may be the convenience of where/how it can be bought. It may be the price we pay for it – we may choose a high priced item expecting quality, or a low priced item to save money. It may be how it is promoted to us – does a letter sent to us directly make us think someone believes we especially would benefit from that product/service, or do we see a TV advert for it that makes us think ‘wow’?

In this unit you will look at what makes up the marketing mix and why careful planning is crucial to the success of marketing campaigns. You will have the opportunity to apply various aspects of your skills and knowledge in designing and carrying out your own market research. This unit will also help you find out what different types of customer need and want from products/services, and what makes promotional materials effective.

Learning aims

In this unit you will:

- A understand marketing in the travel and tourism sector
- B be able to design and use market research in the travel and tourism sector
- C understand how the travel and tourism sector provides a range of products and services to meet the needs of different types of customer
- D understand the use of promotional materials in the travel and tourism sector.

You must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand marketing in the travel and tourism sector</p> <p>Topic A.1 Definitions of marketing</p> <ul style="list-style-type: none"> • 'The action or business of promoting and selling products and services.' • 'Providing the right product/service, at the right price, in the right place with the right promotion.' <p>Topic A.2 Objectives of marketing</p> <p>Marketing objectives, to include:</p> <ul style="list-style-type: none"> • raising awareness of an organisation's products/services so that the customer automatically associates that organisation with the desired product/service • increasing market share in an overall market, e.g. cruise holidays, package holidays • increasing profits, e.g. by selling larger volumes of products/services • challenging or weakening competitors, e.g. introducing a discount or offer which will affect a competitor's market share and/or profit level • introducing new products/services, e.g. launching a new product/service and telling customers about it, e.g. a theme park advertising a new ride • targeting new customers and/or retaining existing customers, i.e. gaining awareness, desire and custom from both new and existing customers. <p>Topic A.3 The marketing mix or 4Ps</p> <p>The marketing mix is the way in which something is sold to the customer. If any of the components of the marketing mix are not well developed, the product/service may not be as successful as intended.</p> <ul style="list-style-type: none"> • Product: <ul style="list-style-type: none"> ◦ how product changes/varies according to customer type ◦ features and benefits of a product and its unique selling point (USP) ◦ how the product differs from the competition ◦ importance of the brand name. • Place: <ul style="list-style-type: none"> ◦ distribution point of the product/service, location where the customer buys the product or service, e.g. traditional channels of distribution, online channels ◦ factors influencing the distribution point, e.g. whether the organisation is attracting local, national or international customers, the types of customer (target markets), accessibility, costs involved. • Price: <ul style="list-style-type: none"> ◦ range of product/service prices and pricing strategies, e.g. peak/off-peak pricing, economy/value pricing, optional product pricing, premium pricing, competitive pricing, promotional pricing. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

- Promotion:
 - promotional techniques, e.g. advertising, direct marketing, public relations, displays, sponsorship, demonstrations, sales promotions, brochures, celebrity appearances, paying to display your logo within another organisation, special offers, BOGOFs (buy one get one free)
 - promotional materials, e.g. advertisements on TV and radio, leaflets, brochures, billboards, magazines/newspapers, social media/networking, promotional DVDs, merchandising, websites/pop-ups, direct mailshots, special promotions, emails, shop windows and displays, press releases.

Topic A.4 Problems that could arise if one of the elements of the marketing mix is not addressed

- Sale of the product/service might be unsuccessful or less successful than intended, e.g. product/service does not meet customer needs, product/service incorrectly priced, promotional techniques do not communicate effectively with intended customer type, product/service is not promoted and sold in optimum location(s).

Learning aim B: Be able to design and use market research in the travel and tourism sector

Topic B.1 Market research objectives

Organisations within the travel and tourism sector use market research for a range of reasons, e.g.:

- identify customers (grouping customers in market segments/target markets to provide a matching product/service)
- identify customer needs (identifying a range of customer needs and requirements)
- inform product/service development (to inform development or adaptation of the product/service according to new customer needs or changing customer needs)
- measure customer satisfaction (to ensure customers continue to buy the goods/services)
- target new and existing products/services to customers (communicating with customers by conducting research or using competitions and surveys to gather customer contact information).

Topic B.2 Types of market research

The range of market research methods used within the travel and tourism sector:

- Primary research – research undertaken by an organisation normally for their own needs, e.g. questionnaires, observations, focus groups, surveys.
- The advantages/disadvantages of primary research methods.
- Sampling, e.g. random sampling, cluster sampling.
- Secondary research – research that has already been carried out for another reason, such as internal sales figures or information compiled from sources outside the organisation, trade journals, government statistics, professional association publications.
- The advantages and disadvantages of secondary research methods.
- Qualitative data – opinions, feelings, comments and emotions which may provide an insight into a customer's position.
- Quantitative data – values and amounts that can be used for statistical analysis.

continued

What needs to be learnt**Topic B.3 Designing and using market research**

Factors that must be considered when designing market research activities and measuring results.

- The objectives of the research and the questions that need to be answered.
- Whether qualitative or quantitative market research is required.
- Obtaining results through primary or secondary research.
- Finding out whether sampling is required and, if so, what type of sampling.
- Cost/budget – primary research is usually more expensive than secondary research; different sampling types have different costs associated with them.
- Summarising findings, checking whether all the objectives have been met and all the required data has been collected.
- Presentation and evaluation of the results, e.g. graphs, charts, diagrams, reports, or a mixture.

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

Topic C.1 Target market segments

The different market segments that travel and tourism marketing can be aimed at, e.g.:

- age (children, teenagers, pensioners)
- gender
- demographic/socio-economic
- lifestyle ('empty nesters', rural, urban)
- ethnicity
- geographical location (local, national, international).

Topic C.2 Different customer needs

Customer needs can change depending on the purpose of travel and who they are travelling with:

- families with children, e.g. play areas, kids' clubs, creche facilities, special menus, children prices
- lone travellers, e.g. security, meeting new people
- people with specific needs, e.g. wheelchair accessibility, Braille, T-loops
- special interests, e.g. equipment storage facilities for sporting holidays, access to suitable destinations/venues for arts and culture enthusiasts
- business travellers, e.g. convenience, speed of travel, wi-fi access, quiet areas to work
- groups, e.g. conference and events, meeting areas
- religious needs, e.g. special foods, prayer rooms.

continued

What needs to be learnt**Topic C.3 Travel and tourism products/services**

A diverse range of products and services are offered to customers, e.g.:

- package holidays (holidays that have at least two different elements)
- cruising (accommodation, transport and attraction in one element)
- tourist attractions (natural, purpose built, heritage)
- range of accommodation options
- transport (air, land, sea, lakes and waterways)
- customer services and additional services such as room service, special meals, pre-allocated seats, VIP lounges, kids' clubs.

Learning aim D: Understand the use of promotional materials in the travel and tourism sector**Topic D.1 Factors which affect the choice of promotional techniques and materials used**

- Specific marketing campaign objectives, e.g. increased sales, raise profile/visibility of the organisation or its products/services.
- Cost/budget, e.g. national TV advertising versus sponsoring a major football team.
- Nature of the target market, e.g. social networking sites are more appealing to the younger age groups, local newspapers will only reach those in the immediate geographical locality.
- Scale – local, national, international.
- Timescales, e.g. length of time available for development of the marketing campaign and promotional techniques/materials, short-term/medium-term/long-term marketing campaigns.
- Importance of using a variety of promotional techniques in some promotional campaigns.

Topic D.2 The features that make promotional materials effective

- Target market appeal, e.g. where are the target market most likely to encounter the promotional material?
- Information provided, e.g. what will the promotional material need to include in order to ensure that the target market is attracted and encouraged to respond?
- Design of the promotional material, e.g. layout, style, colour, images, straplines, novelty, branding/logo.

Topic D.3 AIDA

- A is for 'attention', I is for 'interest', D is for 'desire', A is for 'action'.
- Using AIDA to measure effectiveness of promotional materials.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand marketing in the travel and tourism sector			
1A.1 Outline the marketing objectives and products/services of two travel or tourism organisations. #	2A.P1 Describe the marketing objectives and products/services of two selected travel or tourism organisations. #	2A.M1 Explain why travel and tourism organisations may have different marketing objectives. #	
1A.2 Using a selected example of a travel and tourism product/service, outline the four essential components of the marketing mix. #	2A.P2 Using a selected example of a travel and tourism product/service, describe the four essential components of the marketing mix. #	2A.M2 Explain how the four essential components of the marketing mix have been applied to a selected travel and tourism product/service. #	2A.D1 Analyse why a selected travel and tourism product/service may have limited success if each part of the marketing mix is not addressed properly. #

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Be able to design and use market research in the travel and tourism sector			
1B.3 With guidance, develop and undertake primary market research in the travel and tourism sector to meet a given brief, including an outline of the chosen objectives for the given brief.#*	2B.P3 Develop and undertake primary market research to meet a given brief, including a description of the chosen objectives for the given brief.#*	2B.M3 Develop and undertake primary market research in the travel and tourism sector, explaining choice of primary market research objectives, techniques and the questions used or the place/customers observed.#*	
1B.4 Outline the findings from market research.*	2B.P4 Describe the findings from market research.*	2B.M4 Evaluate the success of market research in relation to meeting the objectives of the brief.*	2B.D2 Recommend and justify further research which could extend or continue the given brief.*
Learning aim C: Understand how the travel and tourism sector provides a range of products and services to meet the needs of different types of customer			
1C.5 For three different market segments, outline the customer needs in relation to travel and tourism products/services.	2C.P5 For three different market segments, describe the customer needs in relation to given travel and tourism products/services.	2C.M5 Assess how the needs of customers may change in relation to travel and tourism products/services.	2C.D3 Evaluate the success of a selected travel and tourism organisation in using products/services to meet the needs of three different types of customer.*
1C.6 Outline travel and tourism products/services that meet the needs of three different customers.	2C.P6 Explain how travel and tourism products/services meet the needs of three different customers.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim D: Understand the use of promotional materials in the travel and tourism sector			
1D.7 Identify the cost, scale and target market of two different types of travel and tourism promotion.*	2D.P7 Describe the cost, scale and target market of two different types of travel and tourism promotion.*	2D.M6 Compare and contrast the cost, scale and target market of two different types of travel and tourism promotion.*	
1D.8 Using AIDA, recommend improvements to materials used in two travel and tourism promotions, with guidance.#	2D.P8 Using AIDA, recommend improvements to materials used in two travel and tourism promotions.#	2D.M7 Using AIDA, explain recommendations for improvements to materials used in a travel and tourism promotion.#	2D.D4 Using AIDA, evaluate recommendations for improvements to the materials used in a travel and tourism promotion.#

*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*.

Learners must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aim A

For 2A.P1: learners must choose two different travel and tourism organisations and describe their marketing objectives and the products/services they offer. Learners must demonstrate an understanding of a variety of different marketing objectives. Evidence could be in the form of an electronic presentation.

For 2A.P2: learners must describe all the components of the marketing mix, using a selected travel and tourism product/service. Learners must show a clear understanding of the terminology used to describe the components.

For 2A.M1: learners need to explain why two travel and tourism organisations have different marketing objectives. They must be able to use their knowledge and understanding of different marketing objectives in relating the objectives to specific organisations.

For 2A.M2: learners must explain how the four essential components of the marketing mix have been applied to a selected travel and tourism product/service. Learners should show a clear understanding of the terminology used in the marketing mix. Evidence could be a presentation with accompanying slides showing the required understanding and explanation or, alternatively, through a detailed observation record produced and signed by the assessor.

For 2A.D1: learners must analyse why a selected travel and tourism product/service may be unsuccessful if any component of the marketing mix is not addressed properly. This is where the learner can demonstrate their understanding of the interdependence of the 4Ps and how they all need to work together to enable a product/service to reach its full potential in terms of sales. Evidence for this could be provided as a report.

For 1A.1: for two different organisations, learners must demonstrate a basic understanding of their marketing objectives and the products/services which the organisations offer.

For 1A.2: learners must show a basic understanding of the components of the marketing mix and how they appear within a travel and tourism context, using a selected travel and tourism product/service.

Learning aim B

For this learning aim, teachers must give learners a market research brief which should include details of the organisation, the reasons why it wants to undertake market research and the outcomes it wants to achieve (qualitative or quantitative). Learners will undertake their own primary market research.

For 2B.P3: learners must refer to the given marketing brief and describe the most appropriate market research objectives for the brief. Learners must choose the most appropriate primary research method and develop this so that they can undertake

primary market research to help meet the given brief. Evidence could be presented as a diary or log detailing the learner's decisions. The learner could also include any questionnaire(s) used during their research.

For 2B.P4: learners must provide a summary of the findings from their market research. The research findings must be clear and valid. Graphs, charts and tables could be included, if appropriate.

For 2B.M3: following on from 2B.P3, learners must explain why they have chosen their marketing objectives as being the most appropriate for this brief. Learners must also explain their choice of primary market research method, and why they have chosen the questions they will use or the place/customers to observe. Evidence could be a diary or log detailing the learner's decisions and the reasons for those decisions.

For 2B.M4: learners will evaluate the success of their market research in meeting the objectives of the brief. The report could include references to what went well, what did not go well and what could be improved.

For 2B.D2: learners need to suggest further research that could be undertaken to extend or continue the given brief. Learners may provide detailed and extensive explanation of one area of further research. Alternatively, they may suggest two or more areas of further research for which they provide less detailed explanation. Learners must provide detailed, valid reasons that justify their suggestions. Evidence could be presented as a report addressed to the organisation which initiated the market research brief.

For 1B.3: for this specific criterion, learners may be given limited tutor support on request to choose a primary market research method, develop it and undertake the research to meet a given brief. Learners must include in their evidence an outline of appropriate objectives for the given brief. Appropriate limited support includes guiding the learner towards what appropriate objectives for the given brief might be so the learner can independently develop and undertake the primary research.

For 1B.4: learners need to outline the findings from their research. The outline may be lacking in detail and gaps in knowledge may be evident. Learners could present their findings as a report or presentation with a witness testimony from the assessor.

Learning aim C

For 2C.P5: learners must be given at least two travel and tourism products or services to consider. For each product or service, learners must describe customer needs in relation to the product or service within three different market segments. Descriptions should be valid and relevant. Learners should refer to at least one customer need per market segment; for example, a customer with a special need may have specific access requirements in relation to hotel accommodation.

For 2C.P6: learners must provide relevant, valid explanations of how travel and tourism products/services meet the needs of three different types of customer. Learners could refer to actual examples, such as airlines that offer priority boarding to passengers travelling with young children in order to meet the need for speed and convenience. Evidence could be presented as a slideshow with accompanying notes.

For 2C.M5: learners must assess how the needs of customers can change in relation to travel and tourism products/services. Learners must show an understanding of factors that change customer needs – what these factors are and how they cause change. For example, a person travelling on business may need comfort and space so that they don't waste valuable company time and arrive at their destination rested and ready to work, whereas the same person travelling on holiday with their family may want budget seats or accommodation as they won't have to work while away and saving money may be important. This shows that a customer's needs depend on the purpose of their travel and who they are travelling with. Evidence could be presented as a brief report.

For 2C.D3: learners must choose one organisation from the travel and tourism sector and evaluate how well it uses products/services to meet the needs of different types of customer. Learners should choose an organisation with at least three different types of customer so they can show and apply their understanding. Evidence could be presented as a report including an explanation and evaluation.

1C.5: learners must outline customer needs in relation to travel and tourism products/services within at least three different market segments. The outline may be lacking in detail but must show a link to customer needs associated with the market segments that they have outlined. Learners should refer to at least one customer need per market segment.

1C.6: learners must outline travel and tourism products/services that meet the needs of three different customers. Learners must refer to at least two travel and tourism products/services in their outline. Learners' application of knowledge may be limited and lacking in detail.

Learning aim D

For 2D.P7: learners must describe the cost, scale and target market of two different types of travel and tourism promotion. Learners should refer to relevant examples to illustrate their description. Their descriptions should be valid and accurate.

For 2D.P8: learners must use AIDA to provide suggestions for improvements for two sets of promotional materials. Learners must provide at least two suggested improvements for each set of promotional materials. All materials may be as a result of the same promotional technique or they may come from various promotional techniques. The promotional materials must be different in format, for example not all the materials should be in leaflet form. In presenting their suggestions, learners could include the original promotional materials, highlighting the specific areas that would benefit from improvement.

For 2D.M6: learners must compare and contrast the cost, scale and target market of two different types of travel and tourism promotion. Learners should refer to relevant, sufficiently contrasting examples to illustrate their comparison, for example a local promotion versus a national promotion. Evidence for 2D.M6 could be built up from **2D.P7** and presented as a report or slideshow presentation.

For 2D.M7: following on from 2D.P8, learners must explain their recommendations for improvement. Evidence for 2D.M7 could be combined with that for 2D.D4 and presented as a report. Learners could refer to specific examples to help illustrate their recommendations as part of the report presented.

For 2D.D4: learners must present a valid evaluation of the improvements recommended in 2D.M7. Learners must provide detailed reasons for their judgements on the recommended improvements, showing sound understanding of the factors that make marketing materials effective.

For 1D.7: learners need to identify the cost, scale and target market of two different types of travel and tourism promotion. Learners should refer to relevant examples.

For 1D.8: for this specific criterion, learners may be given limited tutor support on request, in order to consider two different travel and tourism promotions and, for each set of materials, give at least two suggestions for improvement. Appropriate limited support includes guiding the learner towards one appropriate travel and tourism promotion and for one material helping to suggest an improvement using AIDA. The learner can then independently identify another suggested improvement for this material and then choose another appropriate travel and tourism promotion, identify materials and again using AIDA, make at least two suggestions for improvement to these.

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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2.M2, 2A.D1	Marketing Objectives and the Marketing Mix	<p>You are delivering a session at your local FE college to learners studying travel and tourism. You are explaining that marketing activities can have different objectives and introducing the marketing mix.</p> <p>You need to prepare a PowerPoint presentation. You will present information on four different marketing objectives and explain the marketing objectives used by two different travel and tourism organisations.</p> <p>You will choose two different travel and tourism organisations and present information on the products/services they offer.</p> <p>You will give the learners a report demonstrating your understanding of the impact on the sales of a product/service if one of the four marketing mix components is ineffective.</p>	<p>PowerPoint presentation with accompanying notes and observation record from the assessor.</p> <p>A report providing analysis.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M3, 2B.M4, 2B.D2	Undertaking Primary Market Research	<p>You are working in the marketing department of a travel and tourism organisation.</p> <p>You have been given a brief for a piece of market research your organisation wants to undertake.</p> <p>Once you have been given the brief, keep a diary or log of your undertakings.</p> <p>You need to select the market research objectives you think are most appropriate to your brief and explain why you think these are the most appropriate.</p> <p>You then need to decide what form of primary market research you will undertake, develop your questions, or decide where you will undertake your observation. Keep notes in your log/diary about your decisions and explain why you have chosen your specific questions or observation.</p> <p>Next, undertake your primary market research ensuring you consider all aspects of the marketing mix and collect evidence from the research to meet the brief you were given.</p> <p>You will provide a report for your organisation. It will include a two-page summary of your market research findings and an evaluation of how successful your market research was in meeting the objectives of the given brief. Finally, you will suggest further research that may need to be undertaken in relation to the brief and give reasons for your suggestions.</p>	<p>Log/diary.</p> <p>An observation record from the assessor detailing the market research undertaken and the sampling used.</p> <p>Questionnaires used during the research or findings from the observation.</p> <p>Report on findings, evaluation of success and suggested further market research.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1C.5, 1C.6, 2C.P5, 2C.P6, 2C.M5, 2C.D3	Meeting the Needs of Different Customers	<p>You work for a travel and tourism organisation that is looking to extend its product range and attract new types of customer. You are to make a presentation to your managers.</p> <p>Choose three different market segments and types of customer and describe the needs they may have when using products/services from the travel and tourism industry. Explain why the customer needs may change depending on their reason for travel and their travelling companions.</p> <p>Present information on how other travel and tourism organisations have developed products/services to meet the needs of your different types of customer.</p> <p>Then, focusing on one organisation, evaluate how well you think it meets the needs of all customer types.</p>	<p>PowerPoint presentation with accompanying notes and witness statement from the assessor.</p> <p>A report providing an explanation and evaluation.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1D.7, 1D.8, 2D.P7, 2D.P8, 2D.M6, 2D.M7, 2D.D4	What Makes Travel and Tourism Promotional Materials Effective?	<p>You are investigating the effectiveness of a variety of promotional materials used in the travel and tourism sector.</p> <p>Choose two different promotional materials used by travel and tourism organisations and explain how effective these materials are using AIDA – attention, interest, desire, action. You can present this information in a report, together with the promotional material, or you can place the promotional material on a larger piece of paper and use arrows and boxes to highlight effective elements.</p> <p>In a report, suggest improvements for one of your chosen promotional materials and justify your suggestions.</p> <p>You will also produce a report describing and comparing the cost, scale and target market of two different types of travel and tourism promotion.</p>	Two reports and two posters including the promotional materials chosen.

Unit 13: Airports and Airlines

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Travelling by air is now a routine part of many people's travel plans for both business and leisure. The aviation industry is served by airports and airlines across the world, making it possible to fly to almost any destination.

Did you know that the UK is served by many airports, regional, local and international, each with their own unique three-letter international airport code?

This unit will give you an understanding of the different type of UK airports, their geographical locations and their international airport codes.

You will also be introduced to the functional areas and facilities available at airports and how these vary, and to the facilities offered across different airlines, including low cost, charter and scheduled.

Within the aviation industry there is a wide range of job opportunities. This unit will increase your awareness of the roles available within airports and airlines and their associated duties.

Learning aims

In this unit you will:

- A understand different types of airport within the UK and their use in route planning
- B investigate the functional areas and facilities within UK airports
- C investigate the products and services provided by different airlines
- D understand job roles within airports and airlines.

You must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand different types of airport within the UK and their use in route planning

Topic A.1 Airports and their locations

Different types of airport within the UK:

- can be defined by various factors, including airport passenger numbers per year, location of the airport, destinations of flights offered by the airport, e.g. long-haul, short haul, domestic.

Type of UK airport and assigned International Air Transport Association (IATA) three-letter airport code:

- major international airports provide a wide range of international (usually including intercontinental) and domestic services, e.g. London Heathrow (LHR), Edinburgh (EDI), Manchester (MAN), Birmingham (BHX), London Gatwick (LGW), Glasgow (GLA), London Luton (LTN), London Stansted (STN)
- regional airports provide a network of short-haul scheduled international services (and sometimes a limited number of inter-continental services), and a significant range of charter services and domestic services, e.g. Bristol (BRS), Liverpool John Lennon (LPL), Leeds Bradford International (LBA), Aberdeen International (ABZ), Newcastle International (NCL), Belfast International (BFS), East Midlands (EMA), Southampton (SOU)
- local airports provide facilities for some domestic services (and sometimes a limited number of European flights), charter flights and general aviation, e.g. Inverness (INV), City of Derry (Eglinton) (LDY), Norwich International (NWI), Blackpool International (BLK), Humberside (HUY), Newquay Cornwall (NQY), Stornoway (SYY), Sumburgh (Shetland Isles) (LSI).

Route planning:

- available routes, e.g.:
 - direct (flight connecting two airports with or without en route stops; the passenger need not change aircraft)
 - non-stop (aircraft goes from point A to point B without a stop en route)
 - transfer (a passenger changes from the service of one carrier to another service of the same carrier or changes to another carrier during the course of the journey)
 - stopovers (a passenger chooses to interrupt their journey before the destination is reached; the interruption lasts more than 4–6 hours for some domestic or regional journeys or 24 hours for international journeys)
 - transit (an aircraft making an intermediate landing for commercial reasons; the passenger undertakes the entire journey on the same aircraft).
- airlines and IATA two-letter airline codes
- departure airport, arrival airport
- scheduled time of departure, scheduled time of arrival
- international time zones
- flight duration.

What needs to be learnt

Learning aim B: Investigate the functional areas and facilities within UK airports

Topic B.1 Airport functional areas and facilities

Functional areas:

- landside – check-in, security, arrivals meet and greet
- airside – departure lounge and departure gate, passenger transfer/flight connections, passport control (under authority of UK Border Force), baggage reclaim, customs (under authority of UK Border Force).

Facilities, to include:

- public and private transport areas – bus stops, pick-up/drop-off points for courtesy coaches, railway station/links to rail transport, taxi ranks, long- and short-stay car parking, car hire facilities
- baggage trolleys
- provision for passengers with reduced mobility
- check-in kiosks
- VIP and business lounges
- viewing areas
- food and beverage outlets
- telephone and internet access
- departure lounges
- departure gates
- flight connection areas and services
- medical room
- prayer room
- children's play area
- currency exchange
- tourist information desks.

Topic B.2 Passenger journey through functional areas of an airport and the associated facilities

- Functional areas a passenger will pass through, namely check-in, security, arrivals, meet and greet, departure lounge and departure gate, passport control (under authority of UK Border Force), baggage reclaim, customs (under authority of UK Border Force).
- Sequence/order in which a passenger will pass through functional areas.
- Purpose of and procedures in each functional area.
- Documentation required at each stage of the passenger journey through the functional areas of an airport, e.g. passport, boarding pass.

continued

What needs to be learnt

- Different functional areas and facilities can have a positive or negative impact on the passenger experience, e.g. self-service check-in facilities can speed up passenger journey through an airport, a dedicated shuttle bus service can offer convenience and reassurance to passengers transferring between terminals for connecting flights, business lounges provide an appropriate environment for business travellers to do work while waiting for a flight, lack of baby change or children's facilities can make travel stressful for families travelling with young children, long queues at security or customs can cause passengers inconvenience or anxiety.

Learning aim C: Investigate the products and services provided by different airlines**Topic C.1 Airline products and services**

Products and services provided by different types of airline offer benefits to different types of passenger and can vary across airlines.

Types of commercial passenger airline:

- full-service airlines
- low-cost carriers (LCCs)
- charter airlines.

Products and services offered by commercial passenger airlines:

- booking methods, e.g. via internet, telephone or travel agents
- type of ticket, e.g. e-ticket, reference number only
- class of travel, e.g. economy, premium economy, business class, first class
- what the ticket price includes, e.g. allocated seat number, on-board service such as in-flight meal/drinks service, in-flight entertainment, in-flight shopping, in-flight infant cots
- products or services offered at an additional charge, e.g. seats with extra leg room, excess baggage fees
- airline alliances, e.g. transferability of loyalty points, use of airport lounges of partner airlines, integrated and expanded network of flight routes
- frequent flyer scheme, e.g. airmile points, priority boarding, upgrades to class of travel, complimentary extra baggage allowance
- range of destinations.

What needs to be learnt**Learning aim D: Understand job roles within airports and airlines****Topic D.1 Working in aviation**

Airport functions relating to airport operation and mandatory governmental functions, to include:

- airport security
- airside operations
- information desk assistance
- service to those with disabilities or reduced mobility (PRM)
- UK Border Force (passport control and customs).

Airline functions are undertaken by airlines or their ground handlers, to include:

- passenger services – sales, check-in and boarding activities
- baggage handling
- ramp operations
- flight dispatch
- cabin services.

Definition of 'ground handlers':

- third-party organisations that carry out certain airport or airline functions on behalf of airports or airlines.

Job roles, benefits and challenges:

- Job roles associated with airport functions, e.g. security officer, information desk assistant, terminal duty manager, airport duty manager, immigration officer, customs officer, airside driver, airside safety manager, airfield operations officer.
- Job roles associated with airline functions, e.g. passenger service agent, baggage handler, ramp agent, flight dispatcher, cabin crew.
- Benefits and challenges of various roles associated with airport and airline functions, e.g. opportunities for promotion and career development, opportunities to travel, job security, working outdoors, working shifts, working unsociable hours.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand different types of airport within the UK and their use in route planning			
1A.1 Identify, locate and provide IATA airport codes for six UK airports, of which three are major international UK airports serving given airports outside of the UK, and three are UK regional or local airports.	2A.P1 Identify, locate and provide IATA airport codes for twelve UK airports, of which six are major international UK airports serving given airports outside of the UK, and six are UK regional or local airports.		
1A.2 Identify and locate three international airports outside of the UK that can be reached by air from one chosen UK airport.	2A.P2 Identify and locate six international airports outside the UK that can be reached by air from one chosen UK airport.		
1A.3 Plan two international passenger routes by air, leaving from and returning to the UK, with support.*	2A.P3 Plan two international passenger routes by air, leaving from and returning to the UK.*	2A.M1 Compare two international passenger routes by air, leaving from and returning to the UK.*	2A.D1 Evaluate a plan for an international passenger route by air, leaving from and returning to the UK.*

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Investigate the functional areas and facilities within UK airports			
1B.4 Outline the main functional areas and facilities for passengers at a UK airport.	2B.P4 Describe the main functional areas and facilities for passengers at a UK airport.	2B.M2 Explain a typical passenger's journey through a UK airport, both outbound and inbound, including how the different functional areas and facilities influence the passenger experience.	2B.D2 Recommend and justify new or enhanced functional areas and/or facilities that could be provided to improve the passenger experience at a UK airport.
1B.5 Outline how different functional areas and facilities at a UK airport influence the passenger experience.	2B.P5 Describe how different functional areas and facilities at a UK airport influence the passenger experience.		
Learning aim C: Investigate the products and services provided by different airlines			
1C.6 Outline products and services offered by two different types of commercial passenger airline.#	2C.P6 Describe products and services offered by two different types of commercial passenger airline.#	2C.M3 Compare products and services provided by two different types of commercial passenger airline.# *	2C.D3 Analyse the advantages and disadvantages of travelling with two different types of commercial passenger airline.# *

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim D: Understand job roles within airports and airlines			
1D.7 Outline the duties of three different job roles associated with airport functions.#	2D.P7 Describe the duties of three different job roles associated with airport functions.#	2D.M4 Compare the duties of a job role within airport functions with the duties of a job role within airline functions.#	2D.D4 Assess the advantages and challenges of a job role within airport functions and a job role within airline functions.#
1D.8 Outline the duties of three different job roles associated with airline functions.#	2D.P8 Describe the duties of three different job roles associated with airline functions.#		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The specialist resources required for this unit are:

- world travel atlases, of an industry standard, to support learners in locating airports
- the internet, for learners to carry out research into airports and airlines.

Learners should be encouraged to use their own experiences of travelling by air where applicable. Learners would benefit from visiting their local airport.

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 must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

In achieving 2A.P1, learners must not use the same examples of regional or local airports presented as evidence of achievement for 2A.P2 in *Unit 2: UK Travel and Tourism Destinations*.

In achieving 1A.1, learners must not use the same examples of regional or local airports presented as evidence of achievement for 1A.2 in *Unit 2: UK Travel and Tourism Destinations*.

Learning aim A

The focus of this learning aim is on learners knowing about a broad range of UK airports, including their location, associated routes and associated IATA code. A series of blank A4 maps of the UK and the world should be provided on which learners must locate airports accurately.

For 2A.P1: learners should be given the names of six overseas airports and for each airport, learners should identify and locate one major UK international airport that provides a direct flight to that overseas airport. The learner's response must include a total of six different UK international airports. Learners must provide the correct IATA airport code for each of the six major UK international airports identified. Learners must also identify and locate six UK regional or local airports, along with their IATA airport codes. In achieving 2A.P1, learners must not use the same examples of regional or local airports presented as evidence of achievement for 2A.P2 in *Unit 2: UK Travel and Tourism Destinations*.

For 2A. P2: learners need to identify and locate six international airports outside the UK, all of which can be reached by air from one chosen UK airport. The identified international airports outside the UK may be long-haul, short-haul or European destinations, or a combination of these. Learners should identify all their chosen airports on a world map.

For 2A.P3: learners will plan two international passenger routes by air, both of which must originate and terminate in the UK. One of the passenger routes must include travelling over at least one international time zone. For each passenger route, learners will need to plan a route to a chosen destination which should include:

- name and two-letter IATA code of the airline(s)
- name of departure airport with its IATA code

- name of arrival airport with its IATA code
- scheduled time of departure, scheduled time of arrival (taking into account effect of international time zone(s))
- any flight transfers or stopovers, if applicable
- flight duration.

For 2A.M1: learners need to compare two international passenger routes by air, leaving from and returning to the UK. Learners may use the same international passenger routes produced for 2A.P3. Learners must look at the similarities and differences of the two routes and indicate how they are the same or why they are different, for example the type of airlines selected, flight duration and impact of international time zones. Learners should select two international passenger routes that enable them to make valid comparisons. Learners must make relevant comparisons and not just describe the chosen routes.

For 2A.D1: learners must evaluate one of the international air passenger routes chosen for 2A.M1. This must include detailed, valid reasons for the suitability and/or desirability of the route in terms of:

- choice of airline(s)
- choice of airports (including convenience of location)
- scheduled times of departure and scheduled times of arrival
- any flight transfers or stopovers, if applicable
- flight duration.

For 1A.1: learners should be given the names of three overseas airports and for each airport, learners should identify and locate one major UK international airport that provides a direct flight to that overseas airport. The learner's response must include a total of three different UK international airports. Learners must provide the correct IATA airport code for each of the three major UK international airports identified and located. Learners must also identify and locate three UK regional or local airports and their IATA airport codes. In achieving 1A.1, learners must not use the same examples of regional or local airports presented as evidence of achievement for 1A.2 in *Unit 2: UK Travel and Tourism Destinations*.

For 1A.2: learners will identify and locate three international airports outside the UK, which can all be reached by air from one chosen UK airport. Learners must locate all their chosen airports on a blank world map.

For 1A.3: for this specific criteria, learners may be given limited tutor support on request, in order to plan two international passenger routes by air, leaving from and returning to the UK. Appropriate limited support includes guiding the learner towards specific sources of information on international air passenger routes for the learner to then independently plan two leaving from and returning to the UK.

Learning aim B

For 2B.P4: learners need to describe the main functional areas and facilities (landside and airside) for passengers at a UK airport of their choice. In their descriptions, learners must refer to the all the functional areas indicated in the unit content, namely check-in, security, departure lounge and departure gate, passport control, baggage reclaim, customs, and arrivals meet and greet. Learners must show awareness that the passport control and customs areas at a UK airport are under the authority of the UK Border Force and that the functioning of these areas is therefore subject to Border Force regulations. Learners should be guided in their choice of airport so that they can cover all the facilities listed in the unit content and achieve the higher grades.

For 2B.P5: learners must describe how at least two different functional areas and at least two different facilities at a UK airport influence the passenger experience. 'Different' in this context means two sufficiently contrasting types of functional area or facility. The learner must present evidence that is fully descriptive and shows an understanding of the impact of functional areas/facilities on passengers at an airport.

For 2B.M2: learners need to explain what happens at each stage of a typical passenger's journey through a UK airport. This should include all the functional areas a passenger will experience (check-in, security, departure lounge and departure gate, passport control, baggage reclaim, customs, and arrivals meet and greet) and how and why certain functions are carried out. For example, a learner would need to explain what happens at check-in, the questions that passengers are usually asked, why these questions are asked and the documentation that passengers must produce. Learners should also explain the 'journey' from the aircraft on return to the UK, referring to passport control, baggage collection and customs. The learner must also explain how different functional areas and facilities can have a positive or negative impact on the passenger experience, for example baby changing facilities and other children's facilities can enhance family travel.

For 2B.D2: learners must recommend and justify new or enhanced functional areas and/or facilities that could improve the passenger experience at one UK airport. The new or enhanced functional areas and/or facilities should target at least two different types of passenger. Learners must give detailed and valid reasons for their recommendations including the consequences of positive or negative passenger experiences, for example how shorter security queues can reduce overcrowding at the airport, how internet facilities allow passengers to work or find information, or how online and automated check-in facilities reduce check-in times. Learners could present their evidence as a report, slideshow presentation with accompanying notes, or as a promotional article. If learners present their work orally, a detailed observation record must be completed by the assessor showing clearly how the criterion has been achieved.

For 1B.4: learners need to outline the main functional areas and facilities (landside and airside) for passengers at a UK airport. Learners could be asked to study a given airport or be guided in their choice of airport. The outline may be limited in detail but learners must cover all the unit content relevant to their chosen airport.

For 1B.5: learners must outline how two different functional areas and two different facilities at a UK airport influence the passenger experience. 'Different' in this context means two sufficiently contrasting types of functional area or facility. The outline may be limited in detail but the learner must show a basic understanding of the link between functional areas/facilities and passenger experience.

Learning aim C

For 2C.P6: learners must describe the products and services offered by two different types of commercial passenger airline. Learners must choose two different airline types from the unit content and describe at least four different products or services for each airline.

For 2C.M3: learners need to compare the products and services provided by two different types of commercial passenger airline. The learner could link this to 2C.P6 and use the same airlines, comparing at least four products or services for each airline. The comparison should identify and detail the similarities and differences. A table format may be used but the similarities and differences must be explained clearly. Alternatively, evidence for 2C.M3 could be combined with 2C.P6 in the form of a magazine article.

For 2C.D3: learners need to analyse the advantages and disadvantages, for the passenger, of travelling with two different types of commercial passenger airline, including an analysis of at least four different types of products or services offered. Learners must choose two different airline types from the unit content. This should be a detailed analysis. Building on evidence presented for 2C.P6 and 2C.M3, the learner could present their work for this criterion as an in-depth magazine article.

For 1C.6: learners must outline the products and services offered by two different types of commercial airline. Learners must choose two different airline types from the unit content and outline at least four different products or services for each airline. The outline may be lacking in detail or coherence but the learner must show a basic understanding of the products and services offered by each type of airline.

Learning aim D

For 2D.P7: learners need to describe the key duties associated with three different job roles within airport functions. Learners do not need to provide a level of detail that incorporates a person specification for each of the job roles, but they must produce evidence that goes further than a basic outline. Evidence could be presented as a report or a slideshow presentation with accompanying notes.

For 2D.P8: learners need to describe the key duties associated with three different job roles within airline functions. Learners do not need to provide a level of detail that incorporates a person specification for each of the job roles, but they must produce evidence that goes further than a basic outline. Evidence could be combined with that for 2D.P7 and presented as a report or a slideshow presentation with accompanying notes.

For 2D.M4: learners need to compare the key duties of an airport job role with the key duties of an airline job role. There is no requirement for person specifications for the job roles. Learners must look at the key similarities and differences between the duties and indicate how they are the same or why they differ. Learners must select job roles that enable them to consider a range of duties and gain enough information to make valid comparisons; they must not just describe the nature of the duties.

For 2D.D4: learners should build on their evidence for 2D.M4, assessing the advantages and challenges of the two selected job roles. The learner should show evidence of reasoned judgements using real examples of job roles they have researched, where appropriate. In their assessments, learners could refer to areas such as working conditions/environment, promotional opportunities, development of skills and job security.

For 1D.7: learners need to outline the key duties of three different job roles within airport functions. Learners do not need to refer to person specifications for the job roles. Learners should choose the job roles. The outline may be limited in detail but the learner must show a basic understanding of the key duties associated with the selected job roles.

For 1D.8: learners need to outline the key duties of three different job roles within airline functions. Learners do not need to refer to person specifications for the job roles. Learners should choose the job roles. The outline may be limited in detail but the learner must show a basic understanding of the selected job roles.

Suggested assignment outlines

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1	UK Airports	<p>You have been shortlisted for a job role within an airport and, in preparation for this role, you are identifying different types of airport and the associated IATA three-letter codes.</p> <p>You also need to make notes in which you plan, compare and evaluate international air passenger routes which originate in the UK and return to a UK airport.</p>	<p>Map locating different types of airport, IATA three-letter codes and flight destinations.</p> <p>Detailed route planning document in preparation for possible employment at an airport.</p>
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M2, 2B.D2	The Passenger's Journey	<p>You are employed as a marketing assistant for your local airport and have been asked to prepare and complete a series of promotional materials to promote the airport and its facilities and services. The promotional materials should also explain a typical passenger's journey through the airport and how the airport's functional areas and facilities influence the passenger experience.</p> <p>You also need to conduct some research into possible new or enhanced functional areas and facilities that could improve the passenger experience at the airport. Based on your research, you have been asked to produce a report or presentation containing your recommendations for new or enhanced provision at the airport.</p>	<p>Presentation.</p> <p>Report.</p> <p>Promotional article.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1C.6, 2C.P6, 2C.M3, 2C.D3	Come Fly with Me?	You are working for an aviation magazine and are researching the products and services available across the different types of commercial airline. You have been asked to write a magazine article, based on your research, which describes and compares the available products and services, including an analysis of the implications for passengers when travelling with the different types of airline.	Magazine article with descriptions, comparisons and analysis.
1D.7, 1D.8, 2D.P7, 2D.P8, 2D.M4, 2D.D4	Working in Aviation	<p>You are working for an aviation recruitment company which has several vacancies for jobs associated with airports and airlines. You have been asked to provide information about the duties of the various airport and airline roles. Your information will be used to prepare the relevant job advertisements.</p> <p>You have also been asked to compile a report of comparisons between an airport-based job role and an airline-based job role, assessing the benefits and challenges of these job roles. The report will be used for staff training at the aviation recruitment company.</p>	Written reports.

Unit 14: Travel and Tourism Research Project

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

The travel and tourism industry is dynamic! It continually responds to the demands of and changes in our world.

What are these changes and demands? How do they affect the travel and tourism industry and the people who work in it?

In this unit you will have the opportunity to use your travel and tourism knowledge to find out more about a topic, issue or area which has captured your interest.

You will need to plan, carry out and present a research project on a travel and tourism-related issue. Carrying out this project will give you the opportunity to fine tune your research and organisational skills as well as improve your confidence and communication skills. It is important to consider carefully and select a topic, issue or area that motivates you.

Having the skills to carry out research for a travel and tourism project and gaining a detailed knowledge of a subject will benefit you when looking for a career, or if you move to a higher-level qualification. The focus of this unit will also give you a sense of independence in your learning whilst encouraging you to explore a subject area of your own choice in depth.

When you have completed your project, you will need to review how successful it was in relation to your project plan. You can carry out your project on your own or you can work as part of a group.

Learning aims

In this unit you will:

A understand how to plan a research project in travel and tourism

B carry out a research project in travel and tourism

C review the outcomes of the travel and tourism research project.

You must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand how to plan a research project in travel and tourism</p> <p>Topic A.1 Planning a research project in travel and tourism</p> <p>Factors which need to be considered when planning the various stages of a research project.</p> <ul style="list-style-type: none"> • Selection of a suitable, realistic and appropriate research topic, area or issue. • Appropriate topics/issues/areas and how they have impacted on the travel and tourism industry, e.g. civil war and unrest, terrorism, economic climate (the recession, the euro crisis/eurozone), natural disasters (tsunamis, floods, volcanic ash clouds, hurricanes, earthquakes), technology, responsible tourism, sustainable tourism, health tourism, conservation, emerging destinations. • Impact of time constraints in relation to the depth and breadth of the research project. • Valid reasons for choice of research project. • Aims and expected outcomes of the research project. • Timescales, deadlines and clear goals, e.g. specific, measurable, achievable, realistic, time-bound (SMART) targets. • Time management and organisational skills. • Effective research methods, e.g. primary and secondary methods. • Availability of sufficient and reliable resources, e.g. access to internet/IT facilities, books, trade press and journals, interviews with industry professionals. • Identification of problems or possible problems. • Impact of identified constraints, e.g. deadlines, availability of resources • Outside influences affecting the research project, e.g. other subject deadlines, extracurricular activities, part-time employment.
<p>Learning aim B: Carry out a research project in travel and tourism</p> <p>Topic B.1 Research proposal</p> <p>The final research proposal should indicate consideration of:</p> <ul style="list-style-type: none"> • the choice of topic/issue/area, including its suitability and how practical and realistic it is • the research methods that will be used • where information will be found • how material from a variety of formats (e.g. written, audio, video, diagram, notation, blog, website) will be collated • interim and final deadlines • possible constraints and limitations • expected outcomes • how the results of the research will be presented.

What needs to be learnt

Topic B.2 Carrying out research

In carrying out research activities identified in their proposal, learners should use secondary sources and, if possible, primary research methods. Research skills should be used to gather information which will meet the aims and objectives detailed in the research proposal for the project, to include:

- following the outlined plan, e.g. monitor, update and record changes
- using relevant research methods and resources
- presenting research information in an appropriate format, e.g. a research log that details sources of information and research methods used
- showing how the topic, issue or area selected for the research project (and related events) may have impacted on the travel and tourism industry
- analysing data/information collected/used
- appropriate personal attributes/skills when working alone or with others, e.g. initiative, independence, collaboration, listening, flexibility, adaptability.

Topic B.3 Relevance of resources used in the research

Robust research requires considering the quality of the information being collected, including:

- reliability of the information sources used, e.g. date of research, source of information
- selection of the most relevant information
- use of a variety of information sources wherever appropriate or possible
- judging the appropriateness and importance of selected information
- discarding inappropriate or duplicate material.

Topic B.4 Presenting findings of the research project

- An understanding of the topic, issue or areas chosen for the research project shown through the presentation of the project results in a suitable format, e.g. written report, magazine article, podcast, web material, recorded presentation.

Requirements for the presentation of the project results, to include:

- accurate information
- an understanding of the chosen topic, issue or area
- supporting any conclusions drawn through reference to the materials gathered
- considering the structure of the presentation, e.g. introduction, sections for each sub-topic, conclusion.

What needs to be learnt**Learning aim C: Review the outcomes of the travel and tourism research project****Topic C.1 Review project outcomes**

Every project needs to be reviewed once it has been completed. Areas of project performance to be reviewed, to include:

- whether aims and objectives achieved – SMART targets met
- whether questions posed by the research have been answered
- whether project deadlines and other aspects of time management met
- effectiveness of organisational and planning skills
- topic researched successfully and information presented appropriately
- limitations of research and resources
- validity and quality of research and resources
- areas for improvement
- recommendations for future projects.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how to plan a research project in travel and tourism			
1A.1 Outline factors that must be considered when planning a research project in travel and tourism.	2A.P1 Describe factors that must be considered when planning a research project in travel and tourism.	2A.M1 Explain factors that must be considered when planning a research project in travel and tourism.	2A.D1 Evaluate the importance of different factors that must be considered when planning a research project in travel and tourism.
Learning aim B: Carry out a research project in travel and tourism			
1B.2 Outline, in a research proposal, specific reasons for carrying out a research project in travel and tourism, with support.	2B.P2 Describe, in a research proposal, specific reasons for choice of research project in travel and tourism.	2B.M2 Explain, in a research proposal, specific reasons for choice of research project in travel and tourism.	
1B.3 Plan a research project in travel and tourism, with support.	2B.P3 Plan a research project in travel and tourism, clarifying activities, research methods, deadlines and expected outcomes.	2B.M3 Plan a research project in travel and tourism, clarifying activities, research methods and deadlines and explaining how the research project plan will meet the expected outcomes.	2B.D2 Plan a research project in travel and tourism, evaluating the plan and commenting on its predicted possible outcomes and constraints.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
1B.4 With support, demonstrate appropriate skills and use of resources when undertaking a research project in travel and tourism, including presentation of the research findings.#*	2B.P4 Demonstrate appropriate skills and use of resources to undertake and complete a research project in travel and tourism, including presentation of the research findings.#*	2B.M4 Demonstrate appropriate and effective organisational skills and use of relevant resources to undertake and complete a research project in travel and tourism, including presentation of the research findings.#*	2B.D3 Demonstrate appropriate and effective organisational skills and use of relevant resources to undertake and complete a research project in travel and tourism, including presentation of the research findings, justifying the skills and resources used.#*
Learning aim C: Review the outcomes of the travel and tourism research project			
1C.5 Outline whether the travel and tourism research project was successful.	2C.P5 Review the success of the travel and tourism research project against the project's aims and expected outcomes.	2C.M5 Explain the success of the travel and tourism research project against the project's aims and expected outcomes.	2C.D4 Evaluate the success of the travel and tourism research project against the project's aims and expected outcomes, recommending improvements.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

In this unit learners have the opportunity to carry out a travel and tourism research project on any relevant topic, issue or area. The resources required for this unit will depend on the choice and format of the travel and tourism projects learners choose to carry out. When planning their projects, learners need to take into account the resources available to them. Where links exist with local travel and tourism organisations, there is the potential for learners to carry out research on their behalf.

This unit could be delivered towards the end of the programme, which would enable learners to bring together themes and skills gained in earlier units into a final project.

If group work is undertaken, learners should ensure that they have their own individual evidence as well as the group's collected and collaborative evidence.

Learners must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

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, 2A.M1 and 2A.D1: learners must explore at least three factors which need to be considered when planning their chosen project, and travel and tourism projects in general, to ensure the project is successful. Teachers might wish to choose certain topics, issues or areas on which learners can focus their research. Learners should ensure that their choice of topic, issue or area and the proposal which will form the basis of their research project are current, accessible and relevant.

- **For 2A.P1**, learners must describe three factors that need to be considered when planning their own research project.
- **For 2A.M1**, learners should fully explain three factors in the context of their chosen research project.
- **For 2A.D1**, learners need to evaluate the importance of these different factors. They should show depth, detail and sound judgement in their exploration and consideration of the extent to which different factors can affect the successful outcome of their chosen research project.

For 1A.1: learners need to outline three factors which must be considered when planning their chosen research project. Evidence could be presented as a mind map, in a table or as a presentation. At this level teachers may wish to give learners suggestions for suitable topics, issues or areas from which they can select one as the basis of their project. These suggestions should be provided at the same time as the assignment brief. Evidence may lack detail but will show a basic understanding of the three factors.

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

Learning aim B

For 2B.P2: learners need to produce a research proposal which gives relevant reasons for the choice of topic, issue or area for their travel and tourism project. Learners need to consider all aspects before deciding how they are going to research the topic, issue or area.

For 2B.P3: learners will be expected to plan the project in an appropriate way and consider relevant difficulties that might arise in undertaking the project. The project plan must include activities to be carried out, research methods, deadlines and expected outcomes.

Before learners begin planning their research projects, teachers should ensure that the proposed topics, issues or areas to be investigated are current, valid and feasible.

For 2B.M2: as for 2B.P2, learners need to produce a research proposal and consider all aspects before deciding how they are going to investigate the topic, issue or area. For **2B.M2**, learners need to explain the reasons for choosing their particular topic, issue or area. The proposal should contain detailed comments showing clear thought processes and reasons in relation to the decisions made.

For 2B.M3: learners should focus on planning their project and explain how their plan will help them to investigate their chosen topic, issue or area successfully and meet the intended outcomes. In their explanations, learners should refer to specific aspects of their project plan, including activities to be carried out, research methods, deadlines and expected outcomes.

For 2B.D2: learners need to consolidate their reasoning skills to show that, in addition to planning their project as for 2B.M3 (clarifying activities, research methods and deadlines, and explaining how the research project plan will meet the expected outcomes), they can also evaluate whether their research project plan will have a positive and successful outcome, any possible constraints, and reasons for their evaluations.

For 1B.2: for this specific criterion, learners may be given limited tutor support to outline their research proposal, giving specific reasons for carrying out the research project. Appropriate limited support includes guiding the learner towards some examples of suitable research projects and helping them to choose one that interests them. This then allows the learner independently to outline their research project in their own words/format giving their independent specific reasons for this choice and why they are carrying out this project.

For 1B.3: for this specific criterion learners may be given limited tutor support to plan a research project in travel and tourism. Appropriate limited support includes providing a template to help them plan. Learners can then independently produce their plan using the template provided. Once support has been offered the learner cannot achieve at L2.

If learners are presenting their work for 1B.2 and 1B.3 as a multimedia or verbal presentation, witness statements or observation records would need to support the assessment decisions being made.

For 2B.P4: learners need to use a range of skills to undertake and complete the project, from time management to research skills. Learners will be expected to know how to conduct their own research. Learners will undertake their research using several relevant sources of information, for example books written on the subject and trusted websites, and own interviews with industry professionals. Learners will present their findings appropriately.

For 2B.M4: learners need to consolidate a range of skills and show the appropriateness and effectiveness of their organisational skills. They also need to show the use of a range of different resources in undertaking and completing a research project. The presentation of their research findings must include a detailed, valid description of the project outcomes.

For 2B.D3: learners should build on the evidence produced for 2B.P4 and 2B.M4. Additionally, learners need to show a high degree of effectiveness in undertaking and completing their research project and presenting the findings. They will need to justify specific skills and resources used in the project, giving valid reasons for how the skills and resources were used.

For 1B.4: for this specific criterion, learners may be given limited tutor support on request, in order to demonstrate appropriate skills and resources when undertaking their research project and presenting the research findings. Learners can plan and carry out projects in small groups, but they must provide sufficient evidence to meet the assessment criterion on an individual basis. Appropriate limited support includes guiding the learner towards specific sources of relevant information so that the learner can independently review these resources for their research and outline any relevant sections in their presentation. Learners can also independently include a list of resources used in their evidence.

If learners are presenting their work as a multimedia or a verbal presentation, witness statements or observation records need to support the assessment decisions being made.

Learning aim C

For 2C.P5: learners need to review whether their project was completed successfully and whether it achieved its aims and expected objectives. Learners need to comment on their own performance when undertaking and completing the project. The work may be descriptive in places rather than evaluative throughout.

For 2C.M5: learners need to explain how successfully the project was completed and whether its aims and expected objectives were met. Learners must reflect on their own performance when undertaking and completing the project and consider what they have learned from it. To meet this criterion, learners should give at least two reasons which show how the expected outcomes were achieved. Learners should explain how difficulties were overcome and how these difficulties could have affected the outcome of their project. Self-review and reflection should be clearly evident in the work.

For 2C.D4: learners need to evaluate whether their project was completed successfully and whether it achieved its aims and expected objectives. Learners need to evaluate their own performance in undertaking and completing the project. They should consolidate skills and knowledge used previously and justify actions taken during the course of the project. These justifications will enable learners to recommend improvements for future projects, drawn from their conclusions and self-review.

For 1C.5: learners must show a general understanding of whether or not their project met its aims. They should show some awareness of their own performance in undertaking and completing the project. The outline may take the form of a basic question-and-answer session with the teacher. Witness statements should be kept to record this evidence to show achievement of the assessment criterion.

If learners are presenting their work as a multimedia or verbal presentation, witness statements or observation records would need to support the assessment 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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	What is a Research Project in Travel and Tourism?	Create an article for your school/college website giving tips on how to approach a travel and tourism research project and explaining the planning factors that can affect the successful outcome of the project.	Article, blog, multimedia presentation which should include diagrams/tables/images. Supporting evidence to show explanatory comments.
1B.2, 1B.3, 2B.P2, 2B.P3, 2B.M2, 2B.M3, 2B.D2 1B.4, 2B.P4, 2B.M4, 2B.D3	Plan and carry out a Travel and Tourism Research Project	Choose a travel and tourism-related topic/issue/area for your research project and produce a corresponding proposal for the project. Set aims, objectives and deadlines and show how you are going to achieve your research proposal, and why you think your project plan will be successful. Research and carry out your travel and tourism project. You may be asked to present your findings at a school/college open evening to prospective travel and tourism learners.	Written plan/Gantt chart including: <ul style="list-style-type: none"> • a timeline • research sources to be used • topic/issue/area and associated events to be investigated • projected outcomes. • Project outcomes/findings as a written report, an article, an oral or multimedia presentation. Statistical data should be included. Presentations would need assessor observation reports.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.5, 2C.P5, 2C.M5, 2C.D4,	Review your Travel and Tourism Project	Review your completed travel and tourism project against your original aims and objectives. Review how you addressed the project, how you went about completing the project, and what you have learned from undertaking a travel and tourism project. Make recommendations about improvements for future projects.	Oral or multimedia presentation. Supporting evidence to show explanatory comments. Presentations would need assessor observation reports.

Unit 15: Work-related Experience in Travel and Tourism

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **60 GLH**

Assessment type: **Internal**

Unit introduction

It is likely that you are studying this qualification because you are interested in pursuing a future career in the travel and tourism industry. You will have studied all sorts of information relevant to the industry, for example the different types of organisation that make up the industry, the different and changing products and services that customers want to experience, and how to sell those products and services to best meet customer needs.

This unit is much more about you and how you can move forward your ambition of working in the travel and tourism industry.

This unit is aimed at making you successful when applying to future employers by helping you to develop your CV and interview skills. In addition, you will have the opportunity to take part in work-related experience. You will prepare for your work-related experience in travel and tourism by finding out how to find and apply for a suitable vacancy.

Undertaking a work-related experience in travel and tourism is an excellent way for you to gain an idea of what happens in the workplace, giving you the opportunity to develop your knowledge, skills and understanding first-hand within travel and tourism environments. When you start looking for a job in travel and tourism, you can use the knowledge, skills and understanding that you have developed, and these will add value to your job applications.

Your work-related experience should be approximately 30 hours. This could be over five consecutive working days or it could be spread over a wider period of time.

On completion of your work-related experience in travel and tourism, you will reflect on the benefits (to you and to the organisation) of undertaking the work-related experience.

Learning aims

In this unit you will:

A prepare for a work-related experience in travel and tourism

B undertake a work-related experience in travel and tourism

C review a work-related experience in travel and tourism.

You must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aims and unit content

What needs to be learnt

Learning aim A: Prepare for a work-related experience in travel and tourism

Topic A.1 Job-searching techniques

- Different career paths available to travel and tourism learners, e.g. tour operators, travel agents, online travel services, passenger transport, accommodation services, visitor attractions, arts and entertainment, tourism development and promotion.
- Using criteria for job searches, including type of travel and tourism-based placement, type of placement role.
- Matching own skills and interest in areas of travel and tourism to specific jobs.
- Setting criteria for job search.
- Recognising suitable opportunities, including those where required skills could be developed on the job.
- Places to search for vacancies, e.g. industry websites, job databases, local and national newspapers, job-hunting and work-related experience websites, recruitment agencies, trade journals, job centres, local community noticeboards, word of mouth.

Topic A.2 Where to undertake a work-related experience

Decisions to be made regarding where to undertake a work-related experience.

- Nature of work-related experience, e.g. placement, part-time employment, full-time employment.
- Type of work-related experience opportunity, e.g. travel agency, tour operator, airport, coach company, ferry company, tourist information centre, visitor attraction, museum, art centre, hotel, self-catering accommodation.
- Skills required for the work-related experience, e.g. communication, teamwork, literacy, numeracy, IT, administration, dealing with customers.
- Audit of own skills: strengths and experience, areas for improvement, how to show development of required skills.
- Number of opportunities throughout the industry to carry out the work-related experience role, the career prospects including access requirements and future progression.
- Other factors to consider: appeal of associated roles and duties, journey time/ distance from home, working hours, size of company, appropriate mentor, health and safety requirements, availability of work-related experience opportunities.

Topic A.3 Applying for a work-related experience

- Application methods, e.g. CV and cover letter, application form, recruitment event, online.
- Tailoring application documents to fit the requirements of a specific employer, e.g. using research into an organisation to contribute towards the development of a CV and covering letter, using organisation's website, contact with staff at a specific organisation for guidance.
- Relevant education, skills, qualifications, experience and interests.
- How to meet employer expectations.
- How gaps could be addressed, e.g. on-the-job training, work shadowing, further reading, completing a course.

continued

What needs to be learnt

- Detailing achievements to date, e.g. school or college awards, travel and tourism-linked qualifications, voluntary work.
- Presentation of application, e.g. form filled out correctly, spelling, format, appropriate language, structure suitable for vacancy.
- Checking accuracy of application, e.g. no embellishments, facts are correct.
- Own suitability for job roles in the travel and tourism industry, in terms of education, interests, possession of skills and knowledge/qualifications to be successful in role, SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.

Topic A.4 Interview process

- Using communication skills, including verbal (listening, speaking) and non-verbal (body language, facial expressions).
- Presentation of self, appearance, clothing, cleanliness.
- Asking questions about workplace, e.g. uniform or dress code requirements, working hours, key contacts at workplace.
- Asking for clarification or further information when necessary.
- Preparing answers to common questions, e.g. reason(s) for applying for the role, skills and knowledge needed to carry out role(s) in the travel and tourism industry, current industry-specific issues.
- Competently using interview skills: applying the necessary interview skills and/or knowledge to effectively manage self during the interview process, demonstrating professionalism.

Learning aim B: Undertake a work-related experience in travel and tourism**Topic B.1 Use work-related skills to carry out work-related activities**

- Work-related activities in travel and tourism: related to work experience undertaken, e.g. assisting with travel and tourism activities/events (equipment set-up, service, equipment set-down), undertaking promotional activities, taking enquiries/bookings, undertaking cleaning, undertaking maintenance, answering the telephone, general administrative tasks.
- Maintaining a personal diary/logbook (documenting skills used, tasks completed and experiences).
- Basic work-related skills including:
 - communicating with others, e.g. manager, supervisor, colleagues, customers/clients, teamworking, completing tasks within agreed timescales, following instructions, following health and safety practices, asking for help and guidance when necessary
 - administrative tasks, e.g. maintaining/updating records, using internal communication systems
 - providing customer service for internal/external customers, adapting communication methods and skills for different activities and people.
- Advanced work-related skills including: demonstrating initiative and/or leadership skills (when working with others), adaptability, flexibility, problem solving, e.g. finding a new way to complete activities, using technology to complete activities more efficiently, organising resources.

continued

What needs to be learnt

- Competently demonstrating basic and advanced work-related skills: applying the necessary skills and/or knowledge to effectively complete work-related activities/tasks in travel and tourism.

Topic B.2 Maintaining a personal diary or logbook

- Keeping a daily record of significant events during a work-related experience.
- Documenting experiences.
- Reflecting on personal and professional development.
- Monitoring the completion of goals and/or targets.

Learning aim C: Review a work-related experience in travel and tourism**Topic C.1 Benefits of undertaking a work-related experience in travel and tourism**

- Using a personal diary/logbook to review career aspirations, strengths and areas for development, skills/knowledge gained and developed, and work-related activities completed, e.g. customer service, teamwork, administration, leadership, communication.
- Collecting feedback:
 - from colleagues, supervisor(s), customers, assessor(s)
 - in different formats, for example verbal, via comment cards, questionnaires, video diaries.
- Considering benefits of work-related experience (where aims and objectives have been achieved):
 - skills gained and developed within a travel and tourism context, e.g. interpersonal skills, customer service, teamwork, administration, communication skills, work skills
 - personal development benefits, e.g. improved self-confidence, development of communication skills, development of interpersonal skills, better insight into working life, learning new skills and techniques, increasing own knowledge of the travel and tourism sector, transferability of skills developed, reference from employer
 - reviewing interest in the travel and tourism sector, e.g. strengthened by experience, decreased due to experience, created interest in another related industry/area.
- Short-term benefits, including reference from employer, improvement of CV, ability to highlight experiences and achievements in job interviews.
- Long-term benefits, including transferability of skills developed.
- Identifying potential future job roles of interest, including qualifications, skills and training needed.
- Identifying next steps, e.g. further education, relevant part-time or voluntary work, further work-related experience placement or shadowing, researching other industries, speaking to careers adviser, impact on career plans, professional development opportunities.
- Key achievements and examples, e.g. contributions to projects, experience of specific tasks, opportunities to participate in and observe a range of specialist activities.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Prepare for a work-related experience in travel and tourism			
1A.1 Use job-searching techniques to find three suitable opportunities for a work-related experience in travel and tourism from given sources of information, with support. #	2A.P1 Use job-searching techniques to find three suitable opportunities for a work-related experience in travel and tourism from researched sources of information. #	2A.M1 Compare the suitability for self of three selected work-related experience opportunities in travel and tourism, recommending the most suitable option. *	2A.D1 Justify own suitability for a selected work-related experience in travel and tourism, based on research into a specific career path. *
1A.2 Outline three different travel and tourism work-related experiences.	2A.P2 Explain three different travel and tourism work-related experiences.		
1A.3 Outline factors to consider when deciding where to undertake a travel and tourism work-related experience.	2A.P3 Explain factors to consider when deciding where to undertake a travel and tourism work-related experience.		
1A.4 Use job application methods to apply for a suitable work-related experience in travel and tourism, selecting essential personal information, with support. #	2A.P4 Use job application methods to apply for a suitable work-related experience in travel and tourism, selecting relevant personal information that supports the application. #	2A.M2 Apply research into a selected travel and tourism-related career path to tailor application. #	
1A.5 Use interview skills during an interview for a work-related experience in travel and tourism. #	2A.P5 Competently use interview skills during an interview for a work-related experience in travel and tourism. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Undertake a work-related experience in travel and tourism			
1B.6 Demonstrate basic work-related skills to complete a given work-related task in travel and tourism.	2B.P6 Competently demonstrate basic and advanced work-related skills to complete work-related tasks in travel and tourism.		
Learning aim C: Review a work-related experience in travel and tourism			
1C.7 Outline own contribution to the organisation where the travel and tourism work-related experience was undertaken.	2C.P7 Describe own contribution to the organisation where the travel and tourism work-related experience was undertaken and make recommendations for future career development.	2C.M3 Explain own contribution to the organisation after having undertaken a work-related experience in travel and tourism, and make recommendations for future career development.	2C.D2 Evaluate own contribution to the organisation after having undertaken a work-related experience in travel and tourism, and make recommendations for future career development.
1C.8 Identify the benefits to self of the travel and tourism work-related experience.	2C.P8 Describe the benefits to self of the travel and tourism work-related experience.	2C.M4 Explain the benefits to self of the work-related experience in travel and tourism.	2C.D3 Evaluate the benefits to self of the work-related experience in travel and tourism.

*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*.

Learners must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aim A

For 2A.P1: learners need to use job-searching techniques to find three suitable opportunities for a work-related experience in travel and tourism from researched sources of information. Learners need to carry out independent research. They will not rely on vacancies supplied by teachers and will undertake their work independently using appropriate source material such as advertised opportunities or by approaching travel and tourism organisations to find out about possible work experience opportunities.

For 2A.P2: learners must explain, in detail, three different work-related experiences they would like to apply for. Learners' explanations should include reference to the type of organisation and placement. The work-related experiences could be in three different types of travel and tourism organisation or in three different areas of work within the same organisation/organisation type. All the work-related experiences must give learners the opportunity to demonstrate those skills commonly found in the travel and tourism industry, such as dealing with customers, teamwork and shift work.

For 2A.P3: for each of the three work-related experiences described in 2A.P2, learners must explain all the factors they need to consider when deciding where to apply for a travel and tourism work-related experience. These factors should include location, proximity to home and travelling methods (especially if shift work is required). Learners should look at the availability of placements and at health and safety aspects.

For 2A.P4: learners need to use job application methods to apply for a suitable work-related experience in travel and tourism. Learners must complete their own application forms (and their own CVs, if this is a requirement of the work placement), ensuring relevant personal information is selected to support the application. Evidence should include documents from the application process.

For 2A.P5: learners need to competently use interview skills during an interview for a work-related experience in travel and tourism. This means that they will apply the necessary interview skills and/or knowledge to manage themselves appropriately during the interview process, demonstrating professionalism and motivation. The interview for the position must be witnessed and ideally recorded. Witness statements/observation records must be completed to support assessment decisions. Interviews may be simulated if there is no employer available, but learners should be encouraged to consider this process as a realistic preparation for their work-related experience.

For 2A.M1: learners need to compare the suitability for self of three selected work-related experience opportunities in travel and tourism, recommending the most suitable option. Learners' comparisons must provide detailed consideration of their own skills and knowledge in relation to the three selected work-related experiences. They should also consider the advantages and disadvantages of the placement opportunities.

For 2A.M2: learners need to apply research into a selected travel and tourism-related career path. This must be undertaken in order to tailor application documents and/or interviews to the requirements of a specific employer. Learners could, for example, match their CV, covering letter and/or interview preparation notes to meet the selected travel and tourism organisation's requirements that learners have determined through research.

For 2A.D1: learners need to justify their own suitability for a selected work-related experience in travel and tourism, based on research into a specific career path. By researching and reviewing their reasons for selecting the work-related experience in travel and tourism, learners will be in a position to justify a chosen career path and provide evidence to support their chosen option.

For 1A.1: for this specific criterion, learners may be given limited tutor support on request, in order to find three suitable opportunities for a work-related experiences in travel and tourism from given sources of information. Appropriate limited support includes guiding the learner towards specific sources of information on suitable opportunities. The learner can then independently choose three relevant ones.

For 1A.2: learners need to outline three work-related experiences they would like to apply for. It would be helpful if they had access to a directory to help them make their choices. The work-related experience placements could be in three different types of travel and tourism organisation or in three different areas of work within the same organisation/organisation type. All the work-related experiences must give learners the opportunity to demonstrate those skills commonly found in the travel and tourism industry, such as dealing with customers, teamwork and shift work.

For 1A.3: learners need to outline the factors to consider when considering where to apply for work-related experience. The outline may lack detail but the learner should show a basic understanding of all the following factors that need to be considered: location, proximity to home and travelling methods (especially if shift work is required), availability of placements, and health and safety aspects.

For 1A.4: for this specific criterion, learners may be given limited tutor support on request to use job application methods to apply for a suitable work-related experience in travel and tourism, selecting essential personal information. Appropriate limited support includes providing learners with an application form or CV pro forma, which learners can use to independently complete.

For 1A.5: learners need to use interview skills during an interview for a work-related experience in travel and tourism. However, they will not demonstrate competent use of skills. The interview for the position must be witnessed and ideally recorded. Witness statements/observation records must be completed to support assessment decisions. Interviews may be simulated if there is no employer available, but learners should be encouraged to consider this process as a realistic preparation for their work experience.

Learning aim B

To achieve learning aim B, learners should undertake a work-related experience in travel and tourism, lasting approximately 30 hours. This could be over five consecutive working days, or spread over a wider period of time.

For 2B.P6: learners need to competently demonstrate basic and advanced work-related skills to complete work-related tasks in travel and tourism. Examples of basic and advanced work-related skills are indicated in the unit content. Competent demonstration means learners will demonstrate application of the necessary basic and advanced skills and/or knowledge to effectively complete work-related tasks in travel and tourism. Teachers may develop simulated tasks, prior to the learner undertaking their work-related experience, in order to develop specific skills and/or knowledge. A record should be made of the skills and tasks which are undertaken at work.

Travel and tourism work-related tasks could be assisting with running travel and tourism activities or events, undertaking promotional activities, taking bookings, undertaking maintenance or cleaning, answering the telephone or carrying out general administrative tasks. Learners must keep clear records of completed work-related tasks in a personal diary/logbook, together with supporting witness statements/observation records.

For 1B.6: learners need to demonstrate basic work-related skills to complete a work-related task in travel and tourism given by the employer. Examples of basic and advanced work-related skills are indicated in the unit content. Evidence will be through records of how these skills have been applied (through the work placement). Centres must ensure that learners record a personal statement from evidence they have gathered (for example in a diary or logbook) to show how they demonstrated the skills, together with supporting witness statements/observation records.

Learning aim C

For 2C.P7: learners need to describe their own contribution to the organisation where the work-related experience was undertaken. Learners should focus on positive issues and be constructive about the work-related experience. They must also describe at least two recommendations for future career development. In describing their personal contribution to the organisation, learners need to consider their key achievements, the skills and knowledge needed to be successful in the role, and areas for improvement. Learners can use information from their work-related experience diary/logbook, together with supporting witness statements/observation records, to support their responses.

For 2C.P8: learners need to describe benefits to self of undertaking a work-related experience in travel and tourism, covering at least three skills developed. Learners need to include reference to the benefits of each skill developed and its importance to self.

For 2C.M3: learners need to explain their own contribution to the organisation where the work-related experience was undertaken. They should also explain at least two recommendations for future career development, providing details and giving reasons and/or evidence to support their explanation. Learners can use information from their work-related experience diary/logbook, together with supporting witness statements/observation records to support their responses. The information gathered during their work-related experience could also be used by learners to plan specific paths in their development.

For 2C.M4: learners must explain the benefits of undertaking the work-related experience in travel and tourism in relation to self. Learners need to provide details and give reasons and/or evidence to support their explanation. Learners' personal diary/logbook, together with supporting witness statements/observation records, could support their responses and prove useful in helping to shape the explanation.

For 2C.D2: learners need to evaluate their own contribution to the organisation where the work-related experience was undertaken. They should also evaluate at least two recommendations for future career development. Learners need to give reasons or evidence to support how they arrived at their conclusions. Learners can use information from their work experience diary/logbook, together with supporting witness statements/observation records, to support their responses.

For 2C.D3: learners need to evaluate the short- and long-term benefits to self of completing the work-related experience in travel and tourism. In preparing their analysis, learners should use evidence from their personal diary/logbook, together with supporting witness statements/observation records, to: identify each benefit, indicate if these benefits are related, (and if so, how they are related) and how each one contributes to their overall experience.

For 1C.7: learners need to outline their own contribution to the organisation. Recommendations for future career development are not required. Learners should use their personal diary/logbook to reflect on and review their experiences and what they have achieved and learned as a result. The evidence produced by learners may be lacking in detail or coherence but must show a basic understanding of their own contribution to the organisation. The learner's outline should also show an overall focus on positive issues and a generally constructive approach towards the work-related experience.

For 1C.8: learners need to identify benefits to self of undertaking a work-related experience in travel and tourism. Learners could produce a simple poster or presentation to deliver to the teacher and group, reflecting on the benefits of their work-related experience in travel and tourism. The evidence produced by learners may be lacking in detail or coherence but must show a basic awareness of the benefits to self of undertaking the work-related experience. If presentations are the chosen assessment method, teachers must complete observation records confirming learner achievement against the target criteria.

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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1 1A.4, 1A.5, 2A.P4, 2A.P5, 2A.M2	Choosing and securing a Relevant Work- related Experience	<p>You are now preparing for the next life stage, finding a career that will develop your skills and qualities and help you reach your career aspirations.</p> <p>You must research different work-related experiences and choose three that appeal to you. Explain and compare your three choices, to ensure they will meet your needs. You then need to select the work-related experience placement that appeals to you most and give reasons why you are suitable for that placement. Ensure you include references to your research into a specific travel and tourism career path that interests you.</p> <p>You must prepare relevant documents for your work-related experience. Depending on the organisation's requirements, this could include a CV and covering letter or a completed job application form.</p> <p>Following a successful application, you must undertake an interview, showing competent use of interview skills.</p>	<p>Information booklet.</p> <p>Multimedia presentation.</p> <p>CV.</p> <p>Covering letter/completed job application form.</p> <p>Interview panel notes on performance.</p> <p>Report.</p>

Criteria covered	Assignment	Scenario	Assessment evidence
1B.6, 1C.7, 1C.8, 2B.P6, 2C.P7, 2C.P8, 2C.M3, 2C.M4, 2C.D2, 2C.D3	Undertaking and Reviewing a Work- related Experience	<p>During your work-related experience in travel and tourism, you demonstrate skills in the context to address work-related tasks.</p> <p>Keep a personal diary/logbook of the skills used and developed and the work-related tasks that you carried out. Your diary/logbook should include details of how things went, your own contribution to the organisation, what you learned from the experience, and recommendations for your future career development in travel and tourism.</p> <p>You should also prepare a presentation of the benefits you have gained from your work-related experience placement.</p>	<p>Logbook.</p> <p>Diary.</p> <p>Report.</p> <p>Witness statements from work-related experience placement.</p> <p>Multimedia presentation.</p>

Unit 16: Holiday Representatives

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Working as a holiday representative is a great way of seeing the world and getting paid for it. It can be very rewarding, although long hours and hard work are often expected. You will also need a great personality, excellent communication skills and a lot of common sense.

In this unit you will develop an understanding of the main roles of a holiday representative as well as the duties they carry out on a day-to-day basis. These duties may vary according to the type of tour operator and the location the holiday representative is based in. You will investigate the different social skills holiday representatives need, for example when communicating with customers in different situations, including meeting and greeting customers at an airport and dealing with problems such as overbooking, sub-standard accommodation, accidents and emergencies.

You will investigate other skills that are required to work as a holiday representative, including presentation skills. The skills developed working as a holiday representative are transferable across other roles and industries within the sector, for example air cabin crew, travel agency operations, tour operations, holiday entertainers and tourist information assistants.

Finally, you will have opportunities to use a wide range of social and presentation skills in different travel and tourism situations, such as providing arrival information on airport transfers or at welcome meetings, handling complaints and guiding excursions.

Learning aims

In this unit you will:

- A understand the roles and duties of different categories of holiday representatives
- B understand the social and presentational skills required by holiday representatives
- C be able to apply social skills in a range of holiday situations.

You must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand the roles and duties of different categories of holiday representatives</p> <p>Topic A.1 Different categories of holiday representatives</p> <p>Different types of holiday representative depending on holiday destination and type:</p> <ul style="list-style-type: none"> • resort representative, e.g. 18–30s, villa, holiday village, over 50s, property • ski representative • transfer representative • children's representative • campsite representative, e.g. montage/demontage. <p>Topic A.2 Roles of a holiday representative</p> <ul style="list-style-type: none"> • Create an informed, relaxed and problem-free environment for guests on holiday. • Maximise resort profitability. • Create a safe and appropriate environment for children to play. • Transfer holidaymakers to and from their destination. <p>Topic A.3 Duties of a holiday representative</p> <ul style="list-style-type: none"> • Meet and greet customers. • Facilitate transfers to and from resort/destination. • Provide coach commentaries. • Run welcome meetings. • Provide accurate and up-to-date information on noticeboards and through information booklets. • Carry out health and safety checks. • Arrange property visits. • Sell products/services, e.g. excursions, car hire. • Calculate payments, e.g. currency conversions, commissions. • Carry out administrative duties and complete paperwork. • Solve problems, e.g. overbooking, complaints. • Deal with non-routine incidents, e.g. accidents, illness, emergency situations. • Organise activities, e.g. children's clubs, poolside activities, evening entertainment. • Manage groups. <p>Topic A.4 Importance of the holiday representative's role and responsibilities to the customer's overall holiday experience</p> <ul style="list-style-type: none"> • How the holiday representative's role and responsibilities contribute to the customer's overall holiday experience, e.g. preventing problems arising, resolving complaints quickly in resort, enhancing sense of enjoyment, offering valuable advice/information.

What needs to be learnt**Learning aim B: Understand the social and presentational skills required by holiday representatives****Topic B.1 Communication methods**

Holiday representatives use different communication methods on a daily basis:

- formal communication, e.g. delivering transfers, at welcome meetings, handling complaints, dealing with emergency situations
- informal communication, e.g. property visits, excursion guiding, entertainment
- written communication, e.g. property visit reports, complaint forms, accident reports, noticeboards, information leaflets
- face-to-face communication, e.g. dealing with queries, complaints, making sales
- verbal communication, e.g. using a microphone on a transfer, delivering a welcome meeting, guiding a group
- non-verbal communication, e.g. body language, eye contact, personal presentation
- digital communication, e.g. tablets, messaging, emails.

Topic B.2 Communication skills

Holiday representatives use different communication skills on a daily basis:

- verbal, e.g. considering the speed of delivery, voice clarity, pitch and intonation, avoiding jargon and slang, using the microphone effectively
- listening skills, e.g. active listening
- written, e.g. noticeboards, messages to customers, completing reports, accuracy, clarity.

Topic B.3 Social skills

Social skills are the interpersonal skills used by holiday representatives when interacting with others and are often learned behaviour.

- Creating a rapport with customers and colleagues.
- Providing a welcoming environment.
- Empathising.
- Listening.
- Being politely assertive.
- Providing helpful and friendly service.
- Using appropriate language and tone of voice.
- Diffusing or calming angry, annoyed or upset customers.

Topic B.4 Presentation skills

Presentations skills are as important as the information being presented.

- Product knowledge, e.g. when selling excursions, delivering a welcome meeting, responding to customer enquiries, handling complaints, presenting transfer information, guiding excursions.
- Preparing for presentations, e.g. handling nerves, use of cue cards and visual aids.
- Presenting to large and small groups.
- Presenting to different types of customer, e.g. 18–30s, over 50s.
- Accuracy and format of written information, e.g. professional company image for information books, noticeboards, report forms.
- Personal presentation, e.g. company dress code, personal hygiene, on- and off-duty behaviour, maintaining a high profile in the resort.

What needs to be learnt**Learning aim C: Be able to apply social skills in a range of holiday situations****Topic C.1 Situations**

Different situations, to include:

- transfers, e.g. to and from the airport, between resorts, to and from excursions
- welcome meetings, e.g. on arrival at the resort/accommodation
- complaint handling, e.g. overbooked accommodation, lost baggage, food poisoning, late flights
- selling excursions
- other situations, e.g. providing information during property visits, assisting with incidents and emergencies.

Topic C.2 Achievement of objectives

- Use of appropriate and effective communication skills, including written, verbal and non-verbal.
- Use of appropriate, effective social skills.
- Use of appropriate, effective presentation skills.

Topic C.3 Documentation

- Completion of documentation, e.g. receipts, accident report forms.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the roles and duties of different categories of holiday representatives			
1A.1 Outline the roles and duties of three different categories of holiday representative.	2A.P1 Describe the roles and duties of three different categories of holiday representative.	2A.M1 Compare the roles and duties of two different categories of holiday representative.	2A.D1 Analyse how the roles and duties of one category of holiday representative can contribute to the overall holiday experience.
Learning aim B: Understand the social and presentational skills required by holiday representatives			
1B.2 Outline the communication methods holiday representatives use.	2B.P2 Describe the communication methods holiday representatives use.	2B.M2 Explain why effective social and presentation skills and communication methods are important for the role of holiday representative.	2B.D2 Evaluate the social and presentation skills and communication methods of two different types of given holiday representative.
1B.3 Outline the communication, social and presentation skills required when working as a holiday representative.	2B.P3 Describe the communication, social and presentation skills required when working as a holiday representative.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Be able to apply social skills in a range of holiday situations			
1C.4 Demonstrate appropriate communication skills when presenting information to holidaymakers during a transfer and at a welcome meeting, with support.#	2C.P4 Demonstrate appropriate communication skills when presenting information to holidaymakers during a transfer and at a welcome meeting.#	2C.M3 Demonstrate appropriate and effective social, presentation and communication skills when presenting information and dealing with customers in different travel and tourism situations.#	2C.D3 Consistently project a confident, enthusiastic image and use effective social, presentation and communication skills when presenting information and dealing with customers in different travel and tourism situations.#
1C.5 Demonstrate appropriate communication and social skills when dealing with customers in two different holiday situations, with support.#	2C.P5 Demonstrate appropriate communication and social skills when dealing with customers in two different holiday situations, including dealing with a complaint.#		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

Learners will need access to a microphone to carry out a transfer speech and to the internet to carry out research, for example tour operator websites to find job descriptions and information on the roles and duties of the different categories of holiday representative.

Copies of tour operator documentation, such as customer service forms, accident report forms etc., will be useful in supporting practical activities.

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 must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learners must not use the assessment evidence for learning outcome C of this unit as evidence of achievement in *Unit 11: Delivering the Travel and Tourism Customer Experience*.

Learning aim A

For 2A.P1: learners need to describe the roles and duties of three different categories of holiday representative, namely one type of resort representative (for example property, over 50s, 18–30s, holiday village, villa) plus two others from ski, transfer, children's and campsite representatives. Learners must describe the roles and duties in their own words. It is expected that, collectively, the three categories of holiday representative will cover all roles and duties listed in the unit content. Evidence could be presented as a multimedia presentation or as a series of information leaflets.

For 2A.M1: learners must compare the roles and duties of two of the categories of holiday representative used in 2A.P1. This should include similarities and differences, for example an 18–30 representative will deliver a welcome meeting which will be lively and include recommendations for nightclubs and bars, whereas a children's representative may inform families and children of restaurants that offer good entertainment and a child-friendly menu.

For 2A.D1: learners need to analyse how the roles and duties of a holiday representative can contribute to the overall holiday experience. The analysis should consider how a holiday representative can make the overall holiday experience more enjoyable and how not carrying out their job effectively can have negative effects on the holiday experience. For example, a ski representative who regularly updates their noticeboard with current snow conditions and potential issues with piste closures is keeping customers up to date and is less likely to receive complaints about poor communication regarding ski conditions.

For 1A.1: learners need to outline the roles and responsibilities of three different categories of holiday representative. The outline may be limited in detail but the learner must cover at least three different categories. If a learner uses a verbal presentation as their evidence, then observation records will be needed to support the assessment decisions being made.

Learning aim B

For 2B.P2: learners need to describe the communication methods that holiday representatives use and they must include formal, informal, verbal, non-verbal, written and face to face. Learners' descriptions must be supported by examples that relate directly to the role of a holiday representative and must cover at least three different categories of holiday representative.

For 2B.P3: learners must describe the communication, social and presentational skills required when working as a holiday representative. Learners' descriptions must be supported by relevant examples and should be linked to the different communication methods required in 2B.P2.

For 2B.M2: is an extension of 2B.P2 and 2B.P3 and could be completed simultaneously. Learners need to explain how and why effective social and presentation skills and communication methods are important for the role of holiday representative, for example in making guests feel welcome, assisting with incidents or if things go wrong, and providing information on local attractions, excursions and places of interest.

For 2B.D2: learners should be given two examples of holiday representatives to evaluate. The holiday representatives must be from two different categories as listed in the unit content. Learners must evaluate the social and presentation skills and communication methods of the holiday representative in each example. Building on the evidence produced for 2B.P2, 2B.P3 and 2B.M2, learners must provide detailed, valid reasons for their evaluations, showing how and why the representative's social and presentation skills and communication methods were effective or otherwise.

For 1B.2: learners need to outline the communication methods used by holiday representatives. Outlines may lack detail but learners must consider all the communication methods indicated in the unit content.

For 1B.3: learners need to outline the communication, social and presentation skills required when working as a holiday representative. The outline may lack detail but the learner must consider all the communication, social and presentation skills indicated in the unit content.

Learning aim C

Learners must not use the assessment evidence for learning outcome C of this unit as evidence of achievement in *Unit 11: Delivering the Travel and Tourism Customer Experience*.

For 2C.P4: learners will be involved in practical activities in the role of holiday representative. They must deliver an appropriate arrival transfer speech to a group of 'holidaymakers' using a microphone and can use a prepared transfer speech or cue cards as a prompt. Learners must also deliver an appropriate welcome meeting to a group of 'holidaymakers' using their natural voice. It is helpful to set the room up to match that of the holiday representative's working environment. Evidence of a piece of written communication should be included for the welcome meeting, such as a poster for an excursion or a leaflet about on-site evening entertainment. The welcome meeting should include information such as accommodation details, resort information, health and safety information, and excursion programmes.

For 2C.P5: learners will again be involved in practical activities and will respond appropriately to two given holiday scenarios – one being a complaint, for example a customer has requested a room with a sea view room but has been given a room with a view of the road, and the other dealing with an incident in the resort, for example a young man has cut his foot on a loose tile by the side of the pool and needs medical attention. For both of these scenarios, learners need to complete documentation which should be standardised and provided by the teacher. There may be areas for improvement in the communication and social skills used to deal with the two customer scenarios, but in both instances the learner's response to the situation should be appropriate.

At Pass level, there may still be some areas for improvement in the communication and presentation skills evidenced by learners when delivering transfer speeches and welcome meetings, but both tasks must be carried out in an appropriate manner. Learners must take into account the social skills they have developed in this unit and apply them to each situation in 2C.P4 and 2C.P5.

For 2C.M3: learners need to demonstrate appropriate and effective social, presentation and communication skills in all the situations undertaken for 2C.P4 and **2C.P5**. The transfer speech and welcome meeting will be delivered in an entirely appropriate manner and be effective in terms of stating the objectives of the transfer speech and welcome meeting and in meeting the needs of the type of customer being addressed. During the transfer speech and welcome meeting and in the other two customer scenarios, learners will present a helpful image to customers. They will also show some evidence of engaging with the customers being addressed, through effective use of verbal and non-verbal communication and through providing accurate information to customers where required.

For 2C.D3: learners should build on the high standard of evidence produced for 2C.P4, 2C.P5 and 2C.M3. They need to show a high degree of effectiveness in their presentations and in their dealings with customers. They must consistently project a confident (i.e. certain of facts, bold performance) and enthusiastic (i.e. strong interest/eagerness) image when delivering the welcome meeting and transfer speech, and when dealing with a complaint and an incident.

For 1C.4: for this specific criterion, learners may be given limited tutor support on request in order to demonstrate appropriate communication skills when presenting information to holidaymakers during a transfer and at a welcome meeting. Appropriate limited support includes guiding the learner through providing a template/list of information to be communicated so that the learner can then independently demonstrate coverage of these during their transfer and welcome meeting.

For 1C.5: for this specific criterion, learners may be given limited tutor support on request in order to demonstrate appropriate communication and social skills when dealing with customers in two different holiday situations. Appropriate limited support includes tutoring the learner on specific appropriate communication and social skills for one customer situation so that the learner can independently demonstrate these in one customer communication scenario. The learner can also independently identify appropriate communication and social skills for a second customer communication scenario and demonstrate these when dealing with the customer.

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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	A Day in the Life of a Holiday Representative	<p>You have been invited to an interview day for a multinational tour operator who is recruiting various categories of holiday representative.</p> <p>Your first task is to prepare a series of colourful information leaflets on the roles and duties of three different categories of holiday representative. You could compare the roles and duties as well as analyse how the roles and duties of a holiday representative can contribute to the overall holiday experience.</p>	Three colourful and detailed information leaflets, describing the roles and duties of different categories of holiday representative.
1B.2, 1B.3, 2B.P2, 2B.P3, 2B.M2, 2B.D2	Have You Got What it Takes to Be a Holiday Representative?	<p>The interview day is progressing well and you have now been asked to deliver a verbal presentation describing the communication methods and social and presentation skills required by holiday representatives.</p> <p>Your presentation should include information on why effective communication methods and social and presentation skills are important for the role of holiday representative. You should also include an evaluation of communication, social and presentation skills, referring to specific, given examples of holiday representatives.</p>	Verbal presentation describing and evaluating the communication methods and social and presentation skills, using relevant examples from the different categories of holiday representative.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 1C.5, 2C.P4, 2C.P5, 2C.M3, 2C.D3	I Want to Be a Holiday Representative	<p>The final part of the interview day consists of practical role play which is being assessed by the supervisor and senior management.</p> <p>You must deliver a transfer speech using a microphone, present a welcome meeting, including a poster for an excursion, and respond to two other scenarios, including handling a complaint and dealing with an incident, and complete the appropriate documentation.</p>	<p>Deliver a transfer speech using a microphone and present a welcome meeting for a selected destination.</p> <p>Handle a complaint appropriately.</p> <p>Deal appropriately with an incident in the resort, and complete the relevant paperwork.</p>

Unit 17: UK Travel Agency Operations

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Many people use the services of a retail travel agent when booking a holiday or making travel arrangements for business or leisure purposes. There are travel agents on most high streets as well as those in out-of-town hypermarkets, independent agents and e-agents.

In this unit you will develop your knowledge and understanding of the highly competitive retail travel environment, which is constantly evolving.

You will investigate the types of retail travel agent and review trends that have affected the retail travel environment.

You will also investigate how individual retail travel agents offer different types of product and service, and how they use different methods to generate and maximise revenue. You will follow the booking cycle and learn about the regulatory requirements that underpin retail travel agency operations.

Much of the work done by travel agents involves selling holidays to customers. In this unit you will gain practical experience of selecting and costing package holidays and providing the relevant information to different types of customer.

Learning aims

In this unit you will:

A explore the retail travel environment in the UK

B understand UK retail travel agency operations

C be able to select and cost overseas holiday packages and provide information.

You must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aims and unit content

What needs to be learnt

Learning aim A: Explore the retail travel environment in the UK

Topic A.1 The UK retail travel environment

There are different types of retail travel agent within the UK retail travel environment with varying roles.

- Types:
 - leisure
 - business
 - high street
 - hypermarket
 - implant
 - independent
 - multiple
 - miniple
 - home worker
 - e-agent.
- Roles, to include:
 - providing products and/or services to customers, e.g. mass-market products and services, customised travel services/products for niche markets, destination specialist services, services/products for business/corporate travel
 - providing products and/or services on behalf of other organisations, e.g. tour operators, hotels, airlines and other ancillary providers.

Topic A.2 Trends within the travel and tourism sector

Trends within the travel and tourism sector frequently affect the UK retail travel environment.

- Trends:
 - move from traditional package to dynamic package
 - add-on sales
 - low-cost airlines
 - use of internet sites for travel and tourism information and bookings
 - changing job opportunities and working environments, e.g. home worker, e-agent
 - economic climate
 - importance of environmental factors
 - impact of world events, e.g. natural disasters, protests, acts of terror
 - changing booking methods, e.g. home internet booking, mobile internet applications
 - changing working patterns
 - changing and expanding product range.
- How UK retail travel agents respond to trends:
 - e.g. changes to product/service range, changes to booking methods, changes to working patterns.

What needs to be learnt**Learning aim B: Understand UK retail travel agency operations****Topic B.1 Products and services within UK retail travel**

Retail travel agents offer a wide range of products and services to stay competitive within the retail travel environment.

- Products and services:
 - tour operator packages
 - flights
 - rail, coach and ferry ticket bookings
 - accommodation
 - tailor-made packages
 - travel insurance
 - currency
 - car hire
 - airport parking
 - airport hotels
 - tickets for attractions.

Topic B.2 The booking cycle and regulatory requirements

The booking cycle is the regular process that retail travel agents follow during the sale and booking of a standard package holiday.

- Booking cycle:
 - process and timeframes from enquiry to reservation to ticketing and processing late deals
 - role of front- and back-office systems, e.g. web-based technology and computer reservation systems.
- Regulatory requirements:
 - travel regulations as related to retail travel agents, e.g. passport, visa and health insurance requirements, booking conditions and contractual obligations
 - data protection and consumer protection legislation
 - benefits of trade associations and licencing, e.g. ABTA and ATOL.

Topic B.3 Staying in business

It is essential that retail travel agents maximise their revenue to stay in business and make a profit.

- Generating and maximising revenue:
 - commissions
 - mark-up
 - booking fees
 - racking policies
 - promotional initiatives
 - window displays
 - technology.

continued

What needs to be learnt

- Techniques to gain a competitive advantage:
 - level of service
 - staff training
 - effective selling skills
 - promotional activities
 - advertising
 - comprehensive range of products and services
 - ancillary sales.

Learning aim C: Be able to select and cost overseas holiday packages and provide information**Topic C.1 Selling package holidays within the context of current trends in travel and tourism**

Within the retail travel environment, selecting, costing and providing information to customers is a key function of the retail travel agent.

- Providing information on an overseas package holiday:
 - type of package holiday, e.g. short-haul, long-haul, accommodation type, transport options
- Planning:
 - needs and characteristics of different types of customer in relation to planning holidays
 - customer requirements, e.g. preferred dates/time of year
 - travel requirements, e.g. air, cruise, rail, combination
 - accommodation requirements, e.g. standard of accommodation, type of accommodation, board basis
 - customer motivation, e.g. relaxation, activity, culture, special occasion
 - features, e.g. natural features, cultural features, facilities and services
 - cost considerations, e.g. adults and children, under-occupancy supplements, flight supplements.
- Itinerary: date and time of travel, mode of travel, departure and destination location, type of accommodation, board basis, specific features included.
- Ancillary sales, e.g. travel insurance, car hire, airport transfers, flight and seat upgrades, on-board meals, pre-bookable seats.
- Information, e.g. passports, visas, travel health insurance.
- Importance of considering all relevant trends and requirements in selling an overseas package holiday, e.g. important for meeting customer needs and expectations, offering customer choice, meeting requirements of the organisation's customer service policies, enhancing reputation of the retail travel agent, fulfilling legal requirements.

Assessment criteria

Level 1		Level 2 Pass		Level 2 Merit		Level 2 Distinction	
Learning aim A: Explore the retail travel environment in the UK							
1A.1	Outline types of retail travel agent and their roles.	2A.P1	Describe types of retail travel agent and their roles.	2A.M1	Explain how recent trends have influenced the role of two retail travel agents.	2A.D1	Evaluate how two retail travel agents have responded to recent trends in the retail travel environment.
1A.2	Outline recent trends that have affected the retail travel environment.	2A.P2	Describe recent trends that have affected the retail travel environment.				
Learning aim B: Understand UK retail travel agency operations							
1B.3	Outline the products and services provided by UK retail travel agents.	2B.P3	Describe the products and services provided by UK retail travel agents.	2B.M2	Using relevant examples, explain how UK retail travel agents maximise revenue and gain a competitive advantage.*	2B.D2	Evaluate the techniques used by two different types of UK retail travel agent to maximise revenue and gain a competitive advantage.*
1B.4	Outline the booking cycle and regulatory requirements for a standard package holiday booking, with support.	2B.P4	Explain the booking cycle and regulatory requirements for a standard package holiday booking.				

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Be able to select and cost overseas holiday packages and provide information			
1C.5 Select, cost and provide an outline of information on two different type of overseas package holidays, with support.*	2C.P5 For two different customer scenarios, select, cost and provide information on overseas package holidays.*	2C.M3 For two different customer scenarios, explain why the chosen overseas package holiday is suitable for each customer.*	2C.D3 Justify the choice of one overseas package holiday for a customer in the context of current travel and tourism trends.*

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resource

Learners will need access to the internet and a wide range of holiday brochures for this unit. Trade publications, such as *Travel Trade Gazette* and *Travel Weekly*, have many articles on retail travel.

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 must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aim A

For 2A.P1: learners must describe types of retail travel agent and their roles. They will need to differentiate between and describe all the different types of travel agent as listed in the unit content – leisure, business, high street, hypermarket, implant, independent, multiple, miniple, home worker and e-agent.

For 2A.P2: learners must describe at least two recent trends that have affected the retail travel environment. Descriptions must be valid, relevant and show an understanding beyond a basic outline of trends.

For 2A.M1: learners need to explain how recent trends have influenced the role of at least two selected retail travel agents, for example the increase in home-based workers and the increase in travel agencies offering dynamic packaging.

For 2A.D1: learners must evaluate how two retail travel agents have responded to at least two recent trends in the retail travel environment. Work at this level should be evaluative in terms of making valid judgements relating to how retail travel agents have responded to recent trends, for example changes to their product range, booking methods or working patterns.

For 1A.1: learners need to outline types of retail travel agent and their roles. They will need to show a basic differentiation between and outline of all the different types of travel agent – leisure, business, high street, hypermarket, implant, independent, multiple, miniple, home worker and e-agent.

For 1A.2: learners must show a basic understanding of recent trends that have affected the retail travel environment. Evidence may be limited in detail, but a minimum of two types of trend must be considered.

Learning aim B

For 2B.P3: learners need to describe the products and services provided by UK retail travel agents. This could be in general terms with examples relating to two or more selected travel agents. However, descriptions must be valid, relevant and include all products and services listed in the unit content.

For 2B.P4: learners must explain the booking cycle and regulatory requirements for a standard package holiday booking. This should include an accurate explanation of the process and timeframes from enquiry to reservation, processing late deals and the associated front- and back-office systems. Evidence could be produced as an explanatory flow chart or an illustrative explanation. Learners should also explain the regulatory requirements related to the retail travel environment. This may be included within their flow chart at appropriate points or explained separately.

For 2B.M2: learners need to explain how retail travel agents maximise revenue from customers and gain a competitive advantage. Learners should provide a full explanation and clear reasoning should be evident. Learners should include at least two examples of different strategies used by travel agents, such as extending opening hours and organising special promotional events.

For 2B.D2: learners need to evaluate the techniques used by two different types of UK retail travel agent to maximise revenue and gain a competitive advantage. Learners should make sound judgements about whether or not the techniques used were successful or otherwise, and why. Detailed and valid reasons should support the learner's judgements.

For 1B.3: learners need to outline the products and services provided by UK retail travel agents. This could be in general terms, with examples relating to two or more selected travel agents. The outline may be limited in detail but the learner must cover all products and services listed in the unit content.

For 1B.4: for this specific criterion, learners may be given limited tutor support on request, in order to outline the booking cycle and regulatory requirements for a standard package holiday booking. They should include an outline of the process and timeframes from enquiry to reservation, processing late deals and the associated front- and back-office systems. Evidence could be produced as a simple flow chart or an illustrative explanation. Learners should also outline the regulatory requirements related to the retail travel environment. This may be included within their flow chart at appropriate points or outlined separately. Appropriate limited support includes guiding the learner towards specific sources of information on the booking cycle and regulatory requirements. Templates could also be provided to guide the learner as to the information required. The learner can then independently outline the booking cycle and regulatory requirements ensuring coverage of all evidence required.

Learning aim C

For 2C.P5: learners need to select two different customer scenarios and select, cost and provide information on appropriate overseas package holidays. Learners must put together at least one overseas package holiday for each customer scenario. Learners should select different types of holiday for the two different scenarios, using different types of transport options and accommodation, for example a hotel holiday by air and a camping package by ferry. Each scenario must include a different ancillary add-on and at least one should include costing considerations, such as prices for children, under-occupancy or flight supplements. Calculations must be accurate and broken down clearly. Relevant information about the overseas package holidays should be given, along with regulatory information on passport, visa and health insurance requirements for travel to the chosen destinations.

For 2C.M3: learners need to explain why their chosen overseas package holidays would be suitable for the two different customer scenarios. In their explanation, learners should refer to at least one overseas package holiday for each customer scenario. Learners should provide a full explanation with valid and relevant reasons.

For 2C.D3: learners need to justify why one chosen overseas package holiday is suitable for a customer, drawing on the current travel and tourism trends to provide evidence for well-reasoned judgements. Learners must give detailed and valid reasons for their choice of overseas package holiday.

For 1C.5: for this specific criterion, learners may be given limited tutor support on request to select two appropriate overseas package holidays to cost and provide information on. Learners need to select two different types of overseas package holidays, for example a hotel holiday by air and a camping package by ferry. At least one of the overseas package holidays must include costing considerations, such as prices for children or flight supplements. Calculations must be accurate and broken down clearly. Relevant information on the overseas packages holidays should be given, along with regulatory information on passport, visa and health insurance requirements for travel to the chosen destinations. Appropriate limited support includes guiding the learner towards specific sources of information on appropriate holidays so that the learner can independently identify two different holidays to present information on and to cost. A template could be provided to aid the costing process so that the learner can independently identify all of these costs and fill in the template before making the addition required. A template can also be given on listing relevant information that needs to be given to customers so the learner can independently and accurately complete the template.

Suggested assignment outlines

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Types of Retail Travel Agent	<p>You are a newly employed junior travel adviser working for a local retail travel agent. You have been asked to research other types of retail travel agent to get to know the different types, the trends that have affected the retail travel environment and how retail travel agents have responded to these trends.</p> <p>You have been asked to prepare a report or presentation showing your research findings.</p>	<p>Report.</p> <p>Presentation.</p> <p>Observation records.</p>
1B.3, 1B.4, 2B.P3 2B.P4, 2B.M2, 2B.D2	The Retail Travel Business	<p>As a new junior travel adviser, you must get to know your products and services to sell them effectively to customers. You must also know about the booking cycle and regulatory requirements that you must follow when making a holiday booking for a customer.</p> <p>You have been asked to prepare posters or a presentation to illustrate relevant products and services, the booking cycle and related regulatory requirements.</p>	At least two posters or displays.
1C.5, 2C.P5, 2C.M3, 2C.D3	How Can I Help You?	You are employed as a junior travel adviser and have been asked to select, cost and provide holiday information for two different types of customer looking for different overseas package holidays. You will need to justify the choice of one of your overseas package holidays by referring to current trends in travel and tourism.	<p>Role-play activities.</p> <p>Customer itinerary.</p> <p>Observation records.</p>

Unit 18: The Cruise Industry

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

The cruise industry is one of the fastest growing travel industries in the world.

Cruising is no longer the once-in-a-lifetime, expensive, unattainable dream that it used to be. It is a realistic alternative to a land-based holiday or short break and is becoming the preferred holiday option for many holidaymakers.

Cruise itineraries are planned to offer exciting voyages, from the Caribbean and Pacific to the natural wonders of Alaska and the ancient civilisations of the Nile. A number of cruises sail around the Mediterranean and river cruises take in some of Europe's historical cities.

In this unit you will identify the main cruise areas of the world, exploring typical itineraries and ports of call to help you understand how to select cruises to meet specific customer needs.

You will also have the opportunity to investigate the different types of cruise and the facilities that are offered on the growing number of cruise ships. These new ships are increasingly 'super ships' offering incredible facilities to cater for demanding customers. You will examine the different types of cruise to help you understand the choices that are available to customers and how to select cruises to meet customer needs.

This unit is particularly relevant if you would like to work in the cruise industry, tour operations or retail travel. If you wish to work in the travel industry overseas, this unit will help broaden your knowledge of how the cruise industry works around the world.

Learning aims

In this unit you will:

- A understand different types of cruise and the major cruise areas of the world
- B investigate different types of cruise ship, their target markets and the facilities they offer
- C be able to select cruises to meet customer needs.

You must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand different types of cruise and the major cruise areas of the world</p> <p>Topic A.1 Major cruise areas</p> <p>Location of major cruise areas:</p> <ul style="list-style-type: none"> • Eastern Mediterranean, Western Mediterranean, Caribbean, Florida, US East Coast, Mexican Riviera, Baltic, Norwegian Fjords/North Cape, British Isles, Black Sea, Alaska, Far East, Arabian Gulf, South Pacific, Nile and the Red Sea. <p>Topic A.2 Ports of call</p> <p>Ports of call on a cruise will contribute to the appeal, e.g.:</p> <ul style="list-style-type: none"> • Naples, Rhodes, Nassau, St Lucia, Fort Lauderdale, New York, San Francisco, St Petersburg, Bergen, Lerwick, St Peter Port, Odessa, Glacier Bay, Singapore, Port Said. <p>Topic A.3 Types of cruise</p> <p>The different types of cruise on offer and their purpose/appeal:</p> <ul style="list-style-type: none"> • types, e.g. ex-UK, cruise and stay, fly-cruise, round the world, mini-cruise, river, luxury, special interest, transatlantic (liners) • purpose/appeal, e.g. seasonality, see the world, celebration of a special event, meeting new people/socialising, international food and drink, entertainment, wellbeing, artistic/cultural, natural world.
<p>Learning aim B: Investigate different types of cruise ship, their target markets and the facilities they offer</p> <p>Topic B.1 Cruise ships</p> <p>Different features:</p> <ul style="list-style-type: none"> • owners and operators • age • tonnage • design features, e.g. balconies, deck layouts • passenger crew ratio (PCR). <p>Topic B.2 On-board facilities</p> <p>The range of on-board facilities on offer to cruise passengers is vast.</p> <ul style="list-style-type: none"> • Accommodation, e.g. inside/outside cabins, standard/superior cabins, suites. • Entertainment areas and programmes. • Restaurants (serviced and self-service). • Bars. • Sport, leisure and fitness facilities. • Children's areas. • Other, e.g. shops, deck areas. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

Topic B.3 Target markets

Different target markets and the associated needs will determine the type of cruise offered, to include:

- couples
- families
- singles
- groups
- age group
- socio-economic group
- special interests
- specific needs, e.g. disabilities, accessibility.

Learning aim C: Be able to select cruises to meet customer needs

Topic C.1 Customer needs

Customer needs must be established before selecting a cruise to suit them, e.g. formal, informal, budget, time of year, duration, special occasion, special interests, type of cabin, facilities, size of ship.

Topic C.2 Selecting an appropriate cruise

Cruise selection criteria:

- cruise line
- ship
- itineraries and ports of call
- shore excursions
- on-board facilities and services
- cost
- dates
- cabin type.

Assessment criteria

Level 1		Level 2 Pass		Level 2 Merit		Level 2 Distinction	
Learning aim A: Understand different types of cruise and the major cruise areas of the world							
1A.1	Locate four major cruise areas of the world and two ports of call in each cruise area.	2A.P1	Identify and locate six major cruise areas of the world and three ports of call in each cruise area.	2A.M1	Explain five different types of cruise, including the cruise area, ports of call and purpose of each cruise type.	2A.D1	Compare and contrast two different types of cruise, including the cruise area, ports of call and purpose of each cruise type.
1A.2	Outline five different types of cruise.	2A.P2	Describe five different types of cruise.				
Learning aim B: Investigate different types of cruise ship, their target markets and the facilities they offer							
1B.3	Outline one cruise ship and the facilities it offers.	2B.P3	Describe two different types of cruise ship and the facilities they offer.	2B.M2	Compare two different cruise ships operating in a selected cruise area, including their target markets and the facilities they offer.*	2B.D2	Evaluate the suitability of two selected cruise ships for different target markets.*
1B.4	Identify and outline the target markets for two cruise ships.	2B.P4	Identify and explain the target markets for two cruise ships.				
Learning aim C: Be able to select cruises to meet customer needs							
1C.5	Select suitable cruises to meet the specific needs of one customer type, with support.*	2C.P5	For two different customer scenarios, select suitable cruises to meet customer needs.*	2C.M3	For two different customer scenarios, explain why the chosen cruises are suitable.*	2C.D3	Justify own recommendation of the most appropriate cruise for one customer.*

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are:

- an atlas of industry standard
- access to the internet
- a variety of cruise brochures.

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 must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aim A

Atlases and brochures and electronic mapping software can be used to assist learners in identifying accurate locations. Maps used for learning aim A (for evidence of the identification of cruise areas and ports of call) should be A3 or A4 blank maps provided by the teacher.

For 2A.P1: learners should identify and locate six major cruise areas, each in a different part of the world. They must identify and locate at least three ports of call in each cruise area, and label all cruise areas and ports of call clearly.

For 2A.P2: learners must describe five different types of cruise, providing a named example of each. They should detail the main features of the type of cruise, for example how fly-cruises involve the passengers travelling by air to and/or from their own country to the embarkation port. Learners should be encouraged to use examples from a variety of cruise areas throughout the world.

For 2A.M1: learners must explain, in detail, five different types of cruise, including, for each type, the cruise area, ports of call and the particular purpose of the cruise.

For 2A.D1: learners must compare and contrast two different types of cruise, including the cruise area, ports of call and purpose of each cruise type. In their comparisons and contrasts, learners must show clear reasoning and an understanding of how the type of cruise is determined by the appeal to/purpose for its customers.

For 1A.1: learners should locate four major cruise areas and two ports of call in each cruise area. Learners do not need to locate the ports of call in each cruise area accurately but must be able to identify them.

For 1A.2: learners need to find information on different types of cruise but they must be able to outline five different types of cruise independently. The evidence may be limited in detail but the learner must show sufficient differentiation between the types of cruise.

Learning aim B

Learners may use the internet and brochures to help with their investigation for this learning aim.

For 2B.P3: learners must describe two significantly different cruise ships, the facilities they offer and who the facilities are intended to appeal to. In their descriptions, learners must make reference to ship owner and operator, age, tonnage, design features and passenger crew ratio (PCR) for each ship. Learners must also describe the ship facilities including accommodation range, entertainment areas and programmes, restaurants, bars, sport, leisure and fitness facilities, children's areas, and other facilities, for example shops and deck areas, and suggest how the facilities suit different target markets.

For 2B.P4: learners must identify and explain who the target markets are for each of the selected cruise ships. Learners must provide a detailed explanation of the target markets and show clear, relevant links between the type of cruise ship and its target market(s).

For 2B.M2: learners should compare two different cruise ships operating in the same cruise area. For example, a learner could compare two ships in the Western Mediterranean, a luxury ship (for example a Silversea Cruises ship) and a more modest ship (for example a Marella Cruises ship). Learners should compare the two ships in terms of their features, for example design, number/size of decks, age, tonnage and facilities, highlighting the similarities and differences. Learners must also compare the target markets of the two ships, again highlighting similarities and differences. Learners may use the ships they described as part of 2B.P3.

For 2B.D2: learners must evaluate different aspects of the two cruise ships in relation to how they attract their target markets. For example, a smaller, quieter ship might be more suitable for older people, whereas a larger, more informal ship might appeal more to families, the budget-conscious and those new to cruising. Responses will vary depending on the cruises selected for 2B.M2 but learners should give clear and valid reasons as to why a particular cruise ship is suitable for a specific market segment.

For 1B.3: learners need to find information on different types of ship, they must be able to outline one cruise ship and the facilities it offers. In their outlines, learners must make reference to ship owner and operator, age, tonnage, design features and passenger crew ratio (PCR). Learners must also describe the ship facilities including accommodation range, entertainment areas and programmes, restaurants, bars, sport, leisure and fitness facilities, children's areas, and other facilities, for example shops and deck areas.

For 1B.4: learners must identify and outline the target markets for two cruise ships. The evidence may be limited in detail but the learner must ensure that the target markets correspond accurately to the type of ship selected.

Learning aim C

For learning aim C, learners should be given pen portraits. Ideally, there should be a varied choice of different pen portraits for learners to select their two preferred scenarios. A typical pen portrait might be a family with two active teenage children who want a seven-night cruise during the school summer holidays. The family don't mind which cruise area they travel to and are happy to share a cabin to keep costs down. Their budget is £3500.

Learners should use brochures and the internet to select suitable cruises.

For 2C.P5: learners need to select two different customer scenarios as outlined in the pen portraits. For each customer scenario, learners must suggest at least two suitable cruises to meet the specific needs of that customer type. (The customer may be an individual person or a group, for example a family.)

Learners will need to provide details of the cruise lines, ships, itineraries and ports of call, shore excursions, on-board facilities and services, costs, dates and cabin types, along with any other factors that would appeal to that particular customer type.

For 2C.M3: learners need to explain why their chosen cruises would be suitable for the two different customer scenarios. In their explanations, learners should for each of the customer scenarios, provide a full explanation with valid and relevant reasons for each customer scenario.

For 2C.D3: learners must justify their own recommendation of the most appropriate cruise for one customer. The reasons given should be valid and show a detailed understanding of the customer needs. This should include, where applicable, the learner's understanding of which customer needs are more important and which are less important, for example cost versus cabin size or cruise area versus on-board facilities.

For 1C.5: for this specific criterion, learners may be given limited tutor support on request to select two suitable cruises for one type of customer. The selected cruises must be appropriate to the needs of the customer, as outlined in the pen portrait. (The customer may be an individual person or a group, for example a family.) Appropriate limited support includes guiding the learner towards specific sources of information on cruises for an identified type of customer so the learner can independently select two and demonstrate why they meet the needs of the customer as outlined in the pen portrait.

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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Cruising Areas and Types of cruise	<p>You are applying for the role of trainee cruise specialist in the travel agency where you have completed a work placement.</p> <p>You have been asked to produce maps and a wall display, or brochure materials, to show your knowledge of different cruise areas and types of cruise.</p>	<p>Maps to show the main cruise areas of the world and the ports of call.</p> <p>A wall display or mini brochures on the different types of cruise.</p>
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2, 2B.D2	Which Ship to Sail?	<p>You are successful in getting the job – well done!</p> <p>You have been asked to produce some promotional material in preparation for a cruise exhibition, together with a comparison of cruise ships and their facilities in a selected cruise area.</p> <p>You have also been asked to produce a presentation on the different target markets associated with different types of cruise ship.</p>	<p>A wall display or mini brochures on the types of cruise ship and the facilities they offer.</p> <p>Presentation with supporting materials, confirming the comparison of the cruise ships and their target markets and the evaluation of their attraction for different target markets.</p>
1C.5, 2C.P5, 2C.M3, 2C.D3	All in a Day's Work	<p>Your supervisor is pleased with your progress and you are now dealing with cruise enquiries.</p> <p>You need to select two suitable cruises to meet the needs of two different types of customers.</p> <p>You need to detail how the selected cruises meet the needs of your customers and your recommendation of the preferred choice of cruise for one of your customers.</p>	<p>Role play together with a written proposal.</p> <p>Observation record and materials to support the explanation and justification of the selected cruises.</p>

Unit 19: Hospitality Operations in the Travel and Tourism Sector

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Hospitality within the travel and tourism environment is one of the major growth areas within the travel industry, with increasing numbers of jobs on offer.

Hospitality is an important element of travel and tourism. Tourism normally involves some sort of hospitality, such as overnight accommodation or catering. Secondary products within travel and tourism, such as food and beverages, have increased in importance in relation to maximising income, for example airlines selling food and beverage onboard and tourist attractions providing cafes and restaurants.

Hospitality products offered by travel and tourism organisations can be a way of gaining a competitive edge and offering enhanced customer service. In this unit you will explore the wide range of hospitality providers in the travel and tourism industry and their products and services.

Hospitality organisations must meet, and try to exceed, customer expectations in order to succeed in a competitive business environment. You will look at the expectations of different types of customer and how hospitality providers meet these expectations.

In this unit you will have the opportunity to show your creativity and apply your understanding of customer expectations by planning hospitality provision for a travel and tourism organisation. You will also explore factors which affect hospitality in travel and tourism and the ways in which organisations respond to them.

This unit is particularly relevant if you would like to work in the hospitality or travel and tourism industry in roles such as hotel receptionist, front-of-house staff, tour guide, retail travel agent, visitor attraction guide, airport customer service agent or tourist information guide.

Learning aims

In this unit you will:

- A investigate products and services offered by hospitality providers in a travel and tourism context
- B plan hospitality provision in a travel and tourism context
- C understand factors affecting hospitality operations in travel and tourism organisations.

You must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Investigate products and services offered by hospitality providers in a travel and tourism context</p>
<p>Topic A.1 Types of hospitality provider</p> <p>Those providing hospitality:</p> <ul style="list-style-type: none"> • as part of a main business, e.g. hotels, guest houses, hostels, restaurants, holiday centres • as an additional service, e.g. airlines, train and ferry operators, airports, railway stations, coach stations, sporting venues, attractions, conference and exhibitions. <p>Topic A.2 Products and services</p> <ul style="list-style-type: none"> • Core products and services, to include: <ul style="list-style-type: none"> ◦ food ◦ beverage ◦ accommodation ◦ events ◦ information on products and services. • Products and services that meet specific customer expectations, e.g. children's menu, vegetarian menu, dietary requirements, family seating, choice of rooms, family rooms, spa facilities, valet parking. • Potential new/enhanced product and service provision, e.g. changing existing products or services in response to customer feedback. <p>Topic A.3 Customer expectations</p> <p>Types of customer expectation:</p> <ul style="list-style-type: none"> • level of service, e.g. luxury, low cost, special offers • range of products and services provided • speed of service • cleanliness • value for money • formal classification, e.g. AA, Michelin, tourist board. <p>Topic A.4 Customer types</p> <p>That the expectations of different customer types influence the products and services offered by hospitality providers, to include:</p> <ul style="list-style-type: none"> • families • solo travellers • groups • customers of different ages • customers from different cultures • customers with specific needs.

What needs to be learnt**Learning aim B: Plan hospitality provision in a travel and tourism context****Topic B.1 Range of hospitality provision**

- Catering, e.g. restaurant, cafe, bar, coffee shop, self-service diner.
- Accommodation, e.g. hotel, campsite, bed and breakfast accommodation, hostel.

Topic B.2 Travel and tourism context

The travel and tourism context reflects the hospitality needs of the organisation's customers, e.g. visitor attraction, travel agency, tourist information centre, festival, airport, train station, sports event, conference, business meeting.

Topic B.3 Planning hospitality provision

The need for clear design of all relevant aspects of hospitality provision, to include:

- theme
- furnishing
- location
- layout (front and back of house)
- size
- name
- customer flows
- products and services
- level of service.

Learning aim C: Understand factors affecting hospitality operations in travel and tourism organisations**Topic C.1 Factors that can affect the success of hospitality operations**

- Economic conditions.
- Legislation.
- Availability of skilled workforce.
- Competition.
- Accessibility.
- Ethical and lifestyle trends.
- Image and reputation.
- Use of technology.

continued

What needs to be learnt**Topic C.2 Importance of factors that affect hospitality operations**

- Economic conditions, e.g. impact on staffing structures within hospitality provision, customer demand for particular levels of service or types of products and services, pressure to change or diversify products, facilities and services on offer.
- Legislation, e.g. impact of health and safety laws on the provision of products, services, facilities and working conditions within hospitality operations, impact of environmental responsibilities, no-smoking legislation and legislation concerning sale of alcohol.
- Availability of skilled workforce, e.g. impact of lack of trained or experienced staff, impact of oversupply of labour.
- Competition, e.g. impact on provision of new or enhanced products, services and facilities, impact on pricing strategies and structures.
- Accessibility, e.g. impact of location, transport links.
- Ethical and lifestyle trends, e.g. impact of concerns about healthy living and healthy eating, concern for ethics and the environment (locally sourced items, fair-trade products, living wage, minimum wage, recycling, renewable energy).
- Image and reputation, e.g. impact of damage to organisation's image and reputation, benefits of an enhanced image and reputation.
- Use of technology, e.g. impact of increasing use of information technology, telephony, social media and web developments.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate products and services offered by hospitality providers in a travel and tourism context			
1A.1 Outline two different types of hospitality provider in travel and tourism, with named examples, and the products and services they offer.#	2A.P1 Describe the core and specific products and/or services offered by four hospitality providers in a travel and tourism context.#	2A.M1 Compare how two travel and tourism hospitality providers meet the expectations of different types of customer through the products and services they offer.#	2A.D1 Recommend and justify new or enhanced products and/or services that could be provided by one hospitality provider to complement their current provision within a travel and tourism context.#
1A.2 Outline the hospitality expectations of two different customer types within a travel and tourism context.	2A.P2 Describe the hospitality expectations of three different customer types within a travel and tourism context.		
Learning aim B: Plan hospitality provision in a travel and tourism context			
1B.3 Produce an appropriate plan for hospitality provision in a given travel and tourism context, with support.	2B.P3 Produce an appropriate plan for hospitality provision in a travel and tourism context.		
1B.4 Outline how the planned hospitality provision meets the needs of two different types of customer.	2B.P4 Explain ways in which the planned hospitality provision meets the needs of two different types of customer.	2B.M2 Evaluate the appropriateness of the planned hospitality provision in meeting the needs of two different types of travel and tourism customer.	2B.D2 Recommend ways in which the planned hospitality provision could be adapted to meet the needs of an additional type of travel and tourism customer.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand factors affecting hospitality operations in travel and tourism organisations			
1C.5 Outline two factors that affect hospitality operations in travel and tourism.	2C.P5 Describe three factors that affect hospitality operations in travel and tourism.	2C.M3 Explain how three factors have affected hospitality operations in travel and tourism.	2C.D3 Assess the importance of factors that influence hospitality operations in travel and tourism.

*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*.

Learners must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aim A

Learners would benefit from guest speakers or visits to hospitality providers before they are assessed for this unit. This will enable learners to base their findings on realistic scenarios. Learners could produce a presentation for the management of the respective organisations.

For 2A.P1: learners must select two providers where hospitality is the main business, for example a hotel and a restaurant, and another two providers where hospitality is an additional service, for example an airline and an attraction. For each hospitality provider, they must describe the core hospitality products and services as well as the products and services provided to meet specific needs. Evidence must be relevant, descriptive and include more detail than a basic outline.

For 2A.P2: learners must describe the hospitality expectations of three different customer types. 'Different' in this context means sufficiently contrasting customer types, for example the expectations of a family versus those of young adults travelling independently or those of an organised tour group. The evidence must be relevant, descriptive and include more detail than a basic outline.

For 2A.M1: learners need to compare how the products and services provided by two selected hospitality providers meet the expectations of different customers within a travel and tourism environment. Learners must look at the similarities and differences and indicate how they are the same or how they are different. Learners should ensure they select organisations that enable them to consider a range of products and services and gain enough information to make valid comparisons. It must be clear that learners are making comparisons and not just describing the products and services offered by the two hospitality providers. Learners can use the same organisations as for 2A.P1.

For 2A.D1: learners must recommend and justify new or enhanced products and/or services that would complement the current provision of one selected hospitality provider. The new or enhanced products could be targeted at a new customer type or provide an alternative or enhancement for current customers. Learners must give detailed and valid reasons for their recommendations. If a learner presents their evidence for 2A.D1 orally, a detailed observation record must be completed, showing clearly how the criterion has been achieved.

For 1A.1: learners need to outline and give named examples of two different types of hospitality provider and the products and services they offer. They should select one provider where hospitality is their main business, for example a hotel or a restaurant, and one provider where hospitality is an additional service, for example an airline or an attraction. The evidence may be limited in detail but, for each hospitality provider, the learner must outline the core hospitality products and services and the products and services that are provided to meet specific needs.

For 1A.2: learners must outline the hospitality expectations of two different customer types. 'Different' in this context means two sufficiently contrasting customer types, for example the expectations of a family versus those of young adults travelling independently. Evidence may be limited in detail but the learner must differentiate between the two customer types.

Learning aim B

Learners must design a plan for hospitality provision offered by a travel and tourism provider. While the plan should be clear, learners are not being assessed on their artistic ability but on the actual design of the plan and their consideration of aspects such as space, customer flow, theme and all the other areas included in the unit content.

For 2B.P3: learners must plan a new or modified hospitality provision in a travel and tourism context. This could be within an existing organisation, such as an attraction, or an event, such as a festival or conference. Learners should design an appropriate, relevant plan which covers all of the unit content: the name, location and layout of the provision, size, theme, furnishing, customer flows, products and services, and level of service.

For 2B.P4: learners must explain how the planned hospitality provision meets the needs of at least two different types of travel and tourism customer. 'Different' in this context means two sufficiently contrasting customer types, for example families and solo travellers. Links between the plan and customer needs must be clear and relevant. If a learner presents their evidence orally, a detailed observation record must be completed and signed by the assessor, detailing how the criterion has been achieved. Additional evidence could include a mood board, multimedia slides, display etc.

For 2B.M2: learners must evaluate the planned hospitality provision in terms of its appropriateness for the needs of at least two different types of travel and tourism customer. Learners may use the same customer types selected for 2B.P4. Learners should give detailed, valid reasons as to why the plan would be successful in meeting the customer needs.

For 2B.D2: learners must recommend at least two ways in which the planned hospitality provision could be adapted or changed to meet the needs of an additional type of travel and tourism customer. The type of customer must be different from the customer types covered in 2B.P4 and 2B.M2. Learners may recommend two adaptations to one aspect of the design, for example level of service. Alternatively, they may recommend one adaptation to one aspect of the design, for example furnishings, and one adaptation for another aspect of the design, for example theme. Learners do not need to justify their recommendations but they must be clear and valid.

For 1B.3: for this specific criterion, learners may be given limited tutor support on request to plan a new or modified hospitality provision in a travel and tourism context. This could be within an existing organisation, such as an attraction, or an event, such as a festival or conference. Learners should design an appropriate plan which covers all of the unit content: the name, location and layout of the provision, size, theme, furnishing, customer flows, products and services, and level of service. Appropriate limited support includes guiding the learner towards specific sources of information on hospitality provision in various types of organisations and events so that the learner can independently review and use these sources in their plan. Templates can also be provided covering all areas that need to be addressed in the plan so that learners can independently fully complete these templates to provide necessary information.

For 1B.4: learners must outline how the planned hospitality provision meets the needs of two different customer types. The outline may be limited in detail but the learner will provide some reasons for the inclusion of all aspects of the design.

Learning aim C

For 2C.P5: learners must describe three factors affecting hospitality operations in travel and tourism. They should be able to show they can differentiate between different factors.

For 2C.M3: learners must explain how three factors have affected hospitality operations in specific types of travel and tourism organisation. The links between the factors and how they impact on the organisations must be valid and detailed. For example, learners could explain how an economic recession can increase customer demand for budget-accommodation provision, special deals and discounts. If a learner presents their evidence orally, a detailed observation record must be completed and signed by the assessor, detailing how the criterion has been achieved. Additional evidence could include multimedia slides and a display.

For 2C.D3: learners must focus on assessing the importance of at least three factors that influence hospitality operations in travel and tourism. This could follow on from the explanation given for 2C.M3. Learners should focus on hospitality in general, using real examples they have researched, where appropriate. Evidence could be supported by promotional materials and press cuttings. Learners' assessments should be detailed and show reasoned judgements regarding the extent to which the factors are important or less important.

For 1C.5: learners must outline two factors that affect hospitality operations in travel and tourism. Evidence may be limited in detail but the learner must show a basic understanding of the relevant factors.

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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Local Hospitality Provision	You have been asked to give a presentation to the manager of a local hospitality provider about the products and services offered by different types of hospitality provider, including a comparison of these providers and recommendations for new products and services.	PowerPoint presentation. Observation record confirming the comparison and explanation if presented orally.
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2, 2B.D2	Plan Hospitality Provision	You work for a hospitality provider and have been asked to propose a new hospitality provision. Your proposal should include an explanation and evaluation of how the new provision will meet the needs of two different types of customer served by the hospitality provider. You should also include possible adaptations or changes that could be made to the plan in order to meet the needs of additional customer types that the hospitality provider might wish to target.	Verbal and visual presentation of plan. Observation record to support proposal if presented orally.
1C.5, 2C.P5, 2C.M3, 2C.D3	The Hospitality Environment	A national hospitality magazine has asked you to produce an article which investigates the factors affecting hospitality operations in travel and tourism. In your article, you should explain and assess the importance of factors that influence hospitality operations in travel and tourism.	Magazine article.

Unit 20: UK Visitor Attractions

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Where do you go on special days out? What might you do when you visit family or friends? Do you go to the beach, the countryside, the zoo or to a theme park?

The UK has a wealth of visitor attractions from country parks and gardens, farms, historic homes, theme parks, zoos, museums, galleries, churches and cathedrals to hills, caves and lakes. These visitor attractions can be purpose-built, such as a theme park or historic building, or natural, such as a waterfall, lake or mountain.

Different types of visitor attraction appeal to different types of visitor. Is it a thrill-seeking experience that a visitor wants or a peaceful day out in the countryside enjoying a leisurely walk?

In this unit you will have the opportunity to investigate the variety of visitor attractions in the UK. You will find out which products and services help an attraction appeal to its visitors, what events and entertainment are used to add appeal, and which key features also attract visitors, such as location, price and transport routes.

Visitor attractions are an important part of the UK travel and tourism industry. Domestic and overseas visitors want to know what they can do when visiting an area of the UK. If a destination has a wide range of attractions, then this could increase its appeal and popularity.

Understanding how UK visitor attractions use technology to attract and look after visitors is an important part of this unit. You will visit attractions and investigate why these have become a big part of a visitor's day out or holiday and therefore an important part of UK destinations and tourism.

Learning aims

In this unit you will:

- A investigate the products and services provided by UK visitor attractions
- B understand how UK visitor attractions appeal to different visitor types
- C understand the importance of UK visitor attractions.

You must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Investigate the products and services provided by UK visitor attractions</p>
<p>Topic A.1 Types of local and national UK visitor attraction</p> <ul style="list-style-type: none"> • There are three main types of UK visitor attraction: <ul style="list-style-type: none"> ◦ natural ◦ purpose-built ◦ heritage. • There are a wide variety of UK visitor attractions, to include: <ul style="list-style-type: none"> ◦ gardens and country parks, e.g. Kew Gardens, Inverewe Garden, Tresco Abbey Gardens, Calderglen Country Park, Mount Stewart ◦ historic buildings, e.g. Belfast Castle, Warwick Castle, Holyrood Palace, Edinburgh Castle, St Paul's Cathedral, Caernarfon Castle ◦ heritage centres and museums, e.g. Stonehenge, National Maritime Museum, St Fagans, Jorvik Viking Centre, The Royal Museum (Edinburgh), Titanic Belfast ◦ natural, e.g. Cheddar Gorge, Giant's Causeway, Brecon Beacons National Park ◦ theme parks, e.g. Alton Towers, Thorpe Park, Chessington World of Adventures, M&D's ◦ wildlife centres and zoos, e.g. Woburn Safari Park, Chester Zoo, Edinburgh Zoo ◦ others, e.g. Madame Tussauds, The York Dungeon, London Eye, Snowdon Mountain Railway. <p>Topic A.2 UK visitor attraction products and services</p> <p>Visitor attractions within the UK offer a wide variety of products and services, to include:</p> <ul style="list-style-type: none"> • rides • exhibitions • landscapes • shops, merchandising • catering and accommodation • guided tours, activities • visitor centres • educational talks • buggy and wheelchair hire • childcare/creche facilities • car parks • first-aid facilities • information and interpretation, e.g. maps, information points, customer assistance • virtual tours • events. <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt**Topic A.3 How UK visitor attractions products and services are provided**

- Provision of products and services depends on the type of visitor attraction and other relevant factors, e.g.:
 - location of visitor attraction
 - size of visitor attraction
 - main visitor type(s).
- How UK visitor attractions engage, entertain and/or inform visitors, to include:
 - interpretation methods, e.g. information displays and screens, rides and experiences, interactive exhibits, simulations and recreations, actors, talks and workshops, multimedia presentations, special events and special effects.

Learning aim B: Understand how UK visitor attractions appeal to different visitor types**Topic B.1 Different types of visitor and their associated needs**

- Types of visitor:
 - individuals (e.g. adults, children)
 - families
 - groups (e.g. education, corporate)
 - people of different ages (e.g. teenagers, pensioners)
 - overseas visitors
 - people with specific needs.
- Visitor needs:
 - speed of service
 - cost, convenience, comfort/relaxation
 - hospitality
 - entertainment
 - specific interest(s)
 - accessibility
 - information/education
 - safety and security.

Topic B.2 Appeal of UK visitor attractions

Different UK visitor attractions appeal to different types of visitor.

Key features of appeal, to include:

- accessibility, e.g. location and key transport routes
- weather and climate, e.g. indoor/outdoor facilities
- opening times, seasonal opening schedules
- facilities, e.g. eating places, washrooms, signs/information using Braille
- prices and pricing structure, cost of visiting, peak and off-peak prices, special offers and discounts
- special events and entertainment
- image and reputation.

continued

What needs to be learnt**Topic B.3 Use of technology in UK visitor attractions**

Technology can be used to attract and manage visitors.

- Booking systems:
 - internet facilities/mobile apps
 - electronic reservations
 - ticket collection.
- Visitor management:
 - electronic signage
 - visitor flow management
 - staff communication (e.g. mobile phone, two-way radio).
- Other:
 - virtual reality facilities
 - simulation and animation.

Learning aim C: Understand the importance of UK visitor attractions**Topic C.1 Popularity**

How UK visitor attractions measure their appeal and popularity with their target markets, e.g.:

- visitor numbers
- types of visitor
- length of stay
- repeat business.

Topic C.2 Importance of UK visitor attractions to destinations

Importance, e.g.:

- attracting visitors from overseas
- contributing to domestic tourism and the local and national economy
- supporting the regeneration of areas
- supporting conservation.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate the products and services provided by UK visitor attractions			
1A.1 Outline the products and/or services provided by two different types of UK visitor attraction.	2A.P1 Describe the products and/or services provided by two different types of UK visitor attraction.	2A.M1 Explain how products and/or services are provided by two different types of UK visitor attraction.	2A.D1 Recommend and justify two new products and/or services appropriate for a UK visitor attraction.
Learning aim B: Understand how UK visitor attractions appeal to different visitor types			
1B.2 For two different UK visitor attractions, outline key features which add appeal for different visitor types.	2B.P2 For two different UK visitor attractions, explain key features which add appeal for different visitor types.	2B.M2 Compare the key features of two different UK visitor attractions and how these features meet the needs of their visitors.	2B.D2 Evaluate methods used by two different UK visitor attractions to appeal to visitors.
1B.3 Outline how the needs of two different visitor types are met at two different UK visitor attractions.	2B.P3 Explain how the needs of two different visitor types are met at two different UK visitor attractions.		
1B.4 Outline the use of technology to meet the needs of visitors at two different UK visitor attractions.	2B.P4 Explain the use of technology to meet the needs of visitors at two different UK visitor attractions.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand the importance of UK visitor attractions			
1C.5 Outline the importance of visitor attractions to the appeal and popularity of UK destinations and tourism.*	2C.P5 Explain why visitor attractions are important to the appeal and popularity of a selected UK destination or area.*	2C.M3 Compare the importance of two different visitor attractions for the appeal and popularity of a selected destination or area.*	2C.D3 Evaluate the importance of two different visitor attractions for the appeal and popularity of a selected destination or area.*

*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*.

Learners must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aim A

For 2A.P1: learners must describe the products and/or services at two different types of UK visitor attraction. 'Different' in this context means sufficiently contrasting, for example a zoo and a historic castle. It may be interesting for learners to choose one local and one national attraction. The local attraction would be easily accessible for learners to gather information, whilst a visit to the national attraction could be arranged in conjunction with *Unit 2: UK Travel and Tourism Destinations*. Information about the products and services provided can be collected on a group visit which could be organised in combination with assessment carried out for *Unit 10: Organising a Travel and Tourism Study Visit*. In their description, learners must cover a range of products and services which are relevant to their chosen attractions and should not just list bullet points.

For 2A.M1: learners must explain the methods used to provide products and/or services at two different types of UK visitor attraction. First-hand experience and knowledge will help make learner explanations detailed and relevant. Learners must apply their knowledge to their chosen attractions and use specific examples.

For 2A.D1: learners must recommend and justify two brand-new products and/or services appropriate for a UK visitor attraction. They must select products and/or services they think would be appropriate for a visitor attraction, giving detailed and valid reasons for their selections.

For 1A.1: learners need to outline the products and/or services provided by two different types of UK visitor attraction. If a learner uses a multimedia or verbal presentation as their evidence, then observation records will be needed to support the assessment decisions being made.

Learning aim B

For 2B.P2: for two chosen UK visitor attractions, learners must explain the key visitor attraction features which add appeal to different visitor types. Learners must refer to at least three different visitor types for each visitor attraction. They should refer to at least three key features for each visitor attraction, including accessibility, pricing and facilities. For example, facilities such as a children's cafe and crèche area will appeal to families with young children. Learners can collect information from leaflets, websites and promotional flyers and posters to support their description.

For 2B.P3: learners must first identify the needs of their selected visitor types. The learner must then explain specifically how these needs are met at the two UK visitor attractions chosen. Specific examples from information gathered through research should be applied to the two attractions and included within explanations.

For 2B.P4: learners need to explain the technology used at the two chosen UK visitor attractions. Learners should show how technology is used to add appeal and manage the specific needs of the two chosen types of visitor. Learners should use a range of specific examples and show how they apply to the selected visitor attractions.

For 2B.M2: learners need to compare a wide range of key features of two different UK visitor attractions and how these meet the needs of visitors to the two different UK visitor attractions. Learners should support their comparisons with research carried out at both attractions and include specific examples. First-hand knowledge and information gathered through visits and primary research would add detail to the comparison and ensure that information gathered is applied effectively. Evidence could be presented in table format.

For 2B.D2: learners need to evaluate methods used by two different UK visitor attractions to appeal to visitors. Clear and valid reasons should be given as to why the methods are successful or otherwise.

For 1B.2: learners must outline key features which add appeal for different visitor types at two different UK visitor attractions. This could be presented as a list but learners must demonstrate that they know how each feature appeals to visitors.

For 1B.3: learners need to outline how the needs of two different types of visitor are met at their chosen attractions. This could be presented as a list but the learner should provide evidence of differentiating between each attraction's visitors.

For 1B.4: learners must outline the use of technology to meet the needs of visitors at two different UK visitor attractions. The evidence may be limited in detail and the learner may only have considered two types of technology. Evidence could be presented in a tabular format.

Learning aim C

For 2C.P5: learners need to explain why visitor attractions are important to the appeal and popularity of a selected UK destination or area. They must include details on the contribution at least three visitor attractions make to the popularity and appeal of the selected destination or area.

For 2C.M3: learners must compare two selected visitor attractions in terms of their importance for the appeal and popularity of a selected destination or area. Learners should use statistics and specific examples to support their comparisons. For example, one attraction may be significantly more important because it attracts a higher number of visitors and has all-year-round appeal, whereas the other attraction may have a smaller number of visitors and a shorter season.

For 2C.D3: learners should show progression in their use of gathered information and evidence for their evaluation for this criterion. The evaluation should be based on the contribution the two visitor attractions have made to the popularity and appeal of a destination or area. Reasoned judgements should be made in terms of visitor numbers, repeat business and trends. Customer feedback sites such as Trip Advisor could provide additional information as can tourist board websites such as www.discovernorthernireland.com, www.visitscotland.com, www.visitwales.com and www.visitbritain.com. Learners must support their findings and evaluation with statistical data and specific examples applied appropriately to the attractions.

For 1C.5: learners need to outline the importance of visitor attractions to the popularity and appeal of UK destinations and tourism. Evidence may be limited in detail but the learner must show an understanding of the link between visitor attractions and UK destinations and tourism.

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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	What's on Offer?	You work for a business development consultancy firm. You have been asked to investigate the products and/or services provided by two UK visitor attractions, and produce a report on your investigations. As well as exploring existing products and/or services, you have been asked to suggest new relevant products and/or services each attraction might offer to visitors.	A fact file or report.
1B.2, 1B.3, 1B.4, 2B.P2, 2B.P3, 2B.P4, 2B.M2, 2B.D2	Attraction Appeal	As part of your investigation, you need to produce a report or presentation to provide information on how visitors are drawn to and provided for in relation to the attractions' key features and use of technology.	A report, multimedia presentation or fact file.
1C.5, 2C.P5, 2C.M3, 2C.D3	Importance of Visitor Attractions	You have been asked to carry out research to determine the importance of visitor attractions to the appeal and popularity of a UK tourist destination or area. Write a report in which you include statistical data on visitor numbers, repeat business and trends.	Multimedia presentation, oral presentation or report.

Unit 21: Overseas Holiday Operations

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Staff working overseas for tour operators play a crucial part in transforming holiday dreams into reality. Although it is mainly frontline staff that holidaymakers see, there are many other members of the team working behind the scenes to contribute to an efficient overseas holiday operation.

This unit is particularly relevant if you are interested in working overseas. Whether you would like to work in the sun, in the mountains, on a campsite or onboard cruise ships, the choices are virtually endless.

In this unit you will explore the variety of opportunities available for working overseas offered by different types of tour operator and in different locations within the holiday operations environment. You will investigate the various progression routes and career opportunities available so that you can start to plan your future career.

Within this unit you will also examine the different roles and responsibilities of people working as part of an overseas team, taking into account different staffing structures and types of holiday. You will consider the importance of teamwork and how it contributes to successful overseas holiday operations.

Whatever career you choose, immersing yourself in another culture can be a rewarding and challenging experience.

Learning aims

In this unit you will:

- A explore the opportunities for working in overseas holiday operations
- B investigate roles and responsibilities when working in overseas holiday operations
- C understand the importance of successful teamwork in overseas holiday operations.

You must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aims and unit content

What needs to be learnt

Learning aim A: Explore the opportunities for working in overseas holiday operations

Topic A.1 Opportunities for working overseas

The key roles and responsibilities of those working in overseas holiday operations.

- Holiday representatives, e.g. resort representative, ski representative, transfer representative, children's representative, campsite representative.
- Supervisors and managers, e.g. team leader, resort manager, overseas manager.
- Resort office staff, e.g. office administrator, operations assistant.

Topic A.2 Career progression opportunities

There are many career progression opportunities when working in overseas holiday operations, to include:

- career progression opportunities with different types of overseas tour operator, e.g. mass market, vertically integrated, specialist, summer sun, winter sports
- career progression opportunities within overseas holiday operations, e.g. representative, team leader, area manager, overseas operations manager
- career progression/transfer opportunities into other roles, both within an integrated travel and tourism organisation and in other types of travel and tourism organisations, e.g. cabin crew, travel agency operations, health and safety, contracting, reservations, training and recruitment.

Topic A.3 Different types of overseas tour operator

- Mass market.
- Vertically integrated.
- Specialist.
- Summer sun.
- Winter sports.

Topic A.4 Different locations

- Summer and winter sun resorts.
- Winter sports resorts.
- Cruise ships.
- Campsites.
- City breaks.
- Lakes and mountains.

What needs to be learnt**Learning aim B: Investigate roles and responsibilities when working in overseas holiday operations****Topic B.1 Key roles of the overseas team**

Key roles of the overseas team in the context of organisational aims and objectives.

- Provide the advertised holiday.
- Deliver excellent customer service.
- Promote the organisation's image.
- Generate income for the organisation.
- Comply with health, safety and legal requirements
- Meet performance targets, e.g. through holiday questionnaires, appraisals.

Topic B.2 Key responsibilities of the overseas team

The responsibilities of an overseas team are varied and will depend on the tour operator and individual job roles.

- Seasonal duties, e.g. montage, de-montage.
- Airport duties.
- Facilitating transfers.
- Running welcome meetings.
- Providing/updating information books and noticeboards.
- Selling products/services, e.g. excursions, car hire.
- Providing guiding and entertainment services.
- Arranging property visits.
- Carrying out administration duties and completing paperwork.
- Calculating payments and liquidation.
- Carrying out health and safety checks.
- Problem solving and complaint handling.
- Dealing with non-routine incidents, e.g. illness, death, loss of property.
- Organising activities, e.g. kids' clubs.
- Managing groups.

Topic B.3 Impact of different structures and types of tour operator in overseas holiday operations

The structure and type of overseas tour operator will affect the roles and responsibilities of staff.

- Working as part of a large team, e.g. mass-market operator.
- Working alone, e.g. specialist tour operator.
- Carrying out specific roles and responsibilities associated with different types of overseas tour operator, e.g. campsite operators, mass-market operators, specialist tour operator.
- Importance of the overseas team carrying out their roles and responsibilities effectively.
- Impact of the overseas team carrying out their roles and responsibilities effectively, e.g. excellent customer service, strong team morale, increased revenue/sales, repeat business, enhancing image and reputation of the tour operator.

continued

What needs to be learnt

- Impact of the overseas team not carrying out their roles and responsibilities effectively, e.g. poor customer service, decreased team morale, decrease in revenue/sales, loss of customer loyalty, damage to image and reputation of the tour operator.

Learning aim C: Understand the importance of successful teamwork in overseas holiday operations**Topic C.1 Importance of teamwork**

Successful teamwork in overseas holiday operations can have important benefits for customers, the team and tour operators.

Key elements of successful team work in overseas holiday operations:

- Sharing information, resources and ideas.
- Cooperating with others and working towards common goals.
- Problem solving with others.
- Supporting others during difficult or challenging situations.
- Accepting collective responsibility for achievements or lack of achievement(s).

Benefits of successful teamwork in overseas holiday operations for customers, the team and the tour operator:

- The team sharing information, resources and ideas, e.g. for creativity, accuracy, efficiency.
- The team gaining new knowledge and skills by cooperating with one another and working towards common goals that benefit e.g. customers, the team and the tour operator.
- Problem solving within teams, e.g. in order to achieve higher quality and/or quicker solutions for the team, tour operator and/or customers.
- The team accepting collective responsibility for achievement(s) or lack of achievement could result in e.g. boost in staff confidence and commitment to customers and/or the tour operator.
- Team members supporting one another in difficult or challenging situations could result in e.g. boost to staff motivation, morale, productivity and commitment to colleagues, customers and the tour operator.

Negative impact of unsuccessful teamwork/lack of teamwork in overseas holiday operations for customers, the team and the tour operator:

- Inadequate sharing of information, resources and ideas could result in e.g. errors, delays, poor customer service.
- Lack of teamwork could result in staff lacking opportunities to gain new knowledge and skills by working with others towards common goals.
- Lack of opportunities to problem solve with others could result in e.g. lower quality and/or less timely solutions for the team, tour operator and/or customers.
- Lack of collective responsibility for achievements or lack of achievement in the workplace could be detrimental to staff confidence and commitment to customers and/or the tour operator.
- Staff who are not supported by colleagues during difficult or challenging situations may e.g. suffer loss of motivation, morale, productivity and loss of commitment to colleagues, customers and the tour operator.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore the opportunities for working in overseas holiday operations			
1A.1 Outline four employment opportunities to work overseas with two different types of tour operator in different locations.#	2A.P1 Describe four employment opportunities to work overseas with four different types of tour operator in different locations.#	2A.M1 Explain the employment opportunities and career progression opportunities for two different types of overseas tour operator.#	2A.D1 Compare and contrast the opportunities for overseas employment, and career progression within two different types of overseas tour operator.#
1A.2 Outline career progression opportunities when working in overseas holiday operations.	2A.P2 Describe career progression opportunities when working in overseas holiday operations.		
Learning aim B: Investigate roles and responsibilities when working in overseas holiday operations			
1B.3 Outline the key roles of the overseas team.	2B.P3 Describe the key roles of the overseas team.	2B.M2 Explain how roles and responsibilities can differ when working for different types of tour operator overseas.#	2B.D2 Analyse how the overseas team contribute to the success of the overseas holiday operation.#
1B.4 Outline the key responsibilities of a selected overseas team.	2B.P4 Describe the key responsibilities of a selected overseas team.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand the importance of successful teamwork in overseas holiday operations			
1C.5 Outline the importance of teamwork in the overseas holiday environment to the customer, the team and the tour operator.	2C.P5 For a given overseas holiday scenario, describe the importance of teamwork to the customer, the team and the tour operator.	2C.M3 Evaluate teamwork in a given overseas holiday scenario.	2C.D3 Evaluate teamwork in a given overseas holiday scenario and recommend ways in which the teamwork could be improved.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are access to:

- the internet for research purposes
- a tour operator's training manual for overseas staff.

Learners would benefit from talks by resort representatives or other staff working overseas in holiday operations.

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 must not use the assessment evidence for this unit as evidence of achievement in any of the optional specialist units.

Learning aim A

For 2A.P1: learners must describe at least four different overseas employment opportunities, covering holiday representatives, supervisors, managers and resort office staff. Collectively, the four different employment opportunities must refer to four different types of overseas tour operator and two different types of location. One example of a description of an employment opportunity could be a resort representative working for a mass-market overseas tour operator in a summer sun location.

For 2A.P2: learners must describe at least two career progression opportunities that are available when working in overseas holiday operations. Learner responses must be fully relevant and descriptive. Learners could, for example, produce a series of factsheets or mini-leaflets covering career progression opportunities within different tour operators, describing opportunities to progress into other roles and transfer within integrated companies.

For 2A.M1: learners must select two different types of overseas tour operator and explain the employment opportunities and career progression opportunities available for each type of operator. Learner responses must be relevant and detailed. Learners who wish to build on evidence for 2A.M1 in order to achieve 2A.D2, should ensure they select two sufficiently contrasting tour operators for 2A.M1.

For 2A.D1 learners must compare and contrast the employment opportunities and career progression opportunities of the two tour operators they selected in 2A.M1. They must consider the employment and career progression opportunities within the tour operators in detail, clearly highlighting similarities and differences which are valid and relevant. Learners should ensure their tour operators are sufficiently contrasting so that they can make valid comparisons. A learner could select a large, integrated tour operator as one choice, which would enable them to highlight the varied overseas employment opportunities within an integrated company, for example as cabin crew or in retail agency operations, as well as scope for promotion and progression overseas. If a learner selects a smaller or specialist tour operator as their second choice, they could illustrate the differences between the two operators, for example differences in scope for career progression and promotion.

For 1A.1: learners must outline at least four different opportunities for overseas employment. The outline may be limited in detail but learners must refer to holiday representatives, supervisors and managers, and resort office staff. Collectively, the four different employment opportunities must refer to two different type of overseas tour operator and two different types of location.

For 1A.2: learners must outline at least two career progression opportunities available when working in overseas holiday operations. The outline may be limited in detail but the learner must demonstrate a basic understanding of career progression opportunities within the industry.

Learning aim B

Learners may wish to combine evidence for learning aims A and B. They could produce one item, for example a training manual, covering both learning aims.

For 2B.P3: learners must describe the key roles of the overseas team clearly and should cover all the items listed in the unit content.

For 2B.P4: learners must describe the key responsibilities of a selected overseas team, as listed in the unit content, summarising what each responsibility involves. An example in relation to the responsibilities of a transfer representative could be:

‘They carry out airport duties which involve meeting and greeting customers at the airport, checking their names against the arrivals sheet, and directing them to waiting coaches. They will deal with any issues arising at the airport, such as missing baggage. On the return journey, a transfer representative will assist in directing customers to the correct check-in desk, ensure customers have the correct documentation and deal with any relevant issues such as flight delays.’

For 2B.M2: learners need to explain how working for at least two different types of tour operator overseas can impact on the roles and responsibilities of individual staff, such as staff working as part of a large team and those working predominantly alone for a small specialist tour operator. Learners must make valid and detailed links between the nature of the tour operator and its impact on staff. For example, in large operators the responsibilities of individual representatives are often shared whereas individual representatives working for a smaller operator may have a greater number and variety of responsibilities. A representative working for a smaller operator may have to deal with illness and hospital visits and be required to deal with unfamiliar duties or situations, whereas a larger operator would have specialist staff on hand to deal with those issues. A learner could explain how roles and responsibilities may differ when working for an overseas campsite operator rather than a mass-market operator, highlighting the differences in welcome meetings and providing customer information. There are also specific roles that are carried out by many campsite representatives, such as montage/de-montage.

For 2B.D2: learners must analyse how the overseas team contributes to the success of the overseas holiday operation, giving valid judgements about the team’s contribution and using real examples they have researched, where appropriate. The analysis should include aspects such as quality and customer satisfaction. Learners could quote from tour operator literature, where appropriate. They should also support their analysis by explaining what could go wrong if team members did not carry out their individual roles and responsibilities effectively.

For 1B.3: learners should cover all the unit content but can outline the roles through a simple, limited summary of what each role involves.

For 1B.4: learners should provide a basic outline of all the key responsibilities of a selected overseas team. A learner could present this as a table intended for a training manual or, alternatively, complete a spider diagram.

Learning aim C

Evidence for learning aim C may be produced alongside evidence for learning aims A and B as part of the suggested training manual or booklet. Alternatively, evidence for learning aim C could be produced separately as a short report.

For 2C.P5: learners must describe the importance of teamwork for a given overseas holiday scenario. In the context of the scenario, learners should refer to how teamwork can have benefits for the customer, the team and the organisation as a whole. Learners must also show understanding of possible negative effects of a lack of teamwork in their given holiday scenario. Learners should refer to the need for team members to work together towards common goals relevant to the given scenario, for example targets in customer service or sales. They should also refer to the need for team members to support each other and share good practice relevant to the given scenario, for example when completing welcome meetings or working in entertainment.

For 2C.M3: learners must evaluate the quality of teamwork in a given overseas holiday scenario, giving detailed, valid reasons as to why the teamwork is successful or otherwise.

For 2C.D3: learners must build on the evidence produced for 2C.M3 and recommended improvements for teamwork in a given overseas holiday scenario. Learners must give detailed and valid reasons for their recommendations.

For 1C.5: learners must outline the importance of teamwork in the overseas holiday environment. Learners' outlines may lack detail but should refer to how teamwork can have benefits for the customer, the team and the organisation as a whole.

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.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	What Can I Do Abroad?	A local college has asked you to give a presentation at an open event which it is hosting on the career opportunities available for working overseas. You must include employment and career progression opportunities within different types of overseas tour operator.	Series of illustrative leaflets or a PowerPoint presentation on the various opportunities available for working overseas.
1B.3, 1B.4, 1C.5, 2B.P3, 2B.P4, 2C.P5, 2B.M2, 2C.M3, 2B.D2, 2C.D3	Working Together Overseas	You have been asked to produce a training manual which covers the roles, responsibilities and teamwork needed when working for different types of tour operator in overseas holiday operations. You must include the importance of teamwork and a given case study, in which teamwork skills are evaluated and improvements recommended.	Produce a training manual in the form of a booklet or brochure.

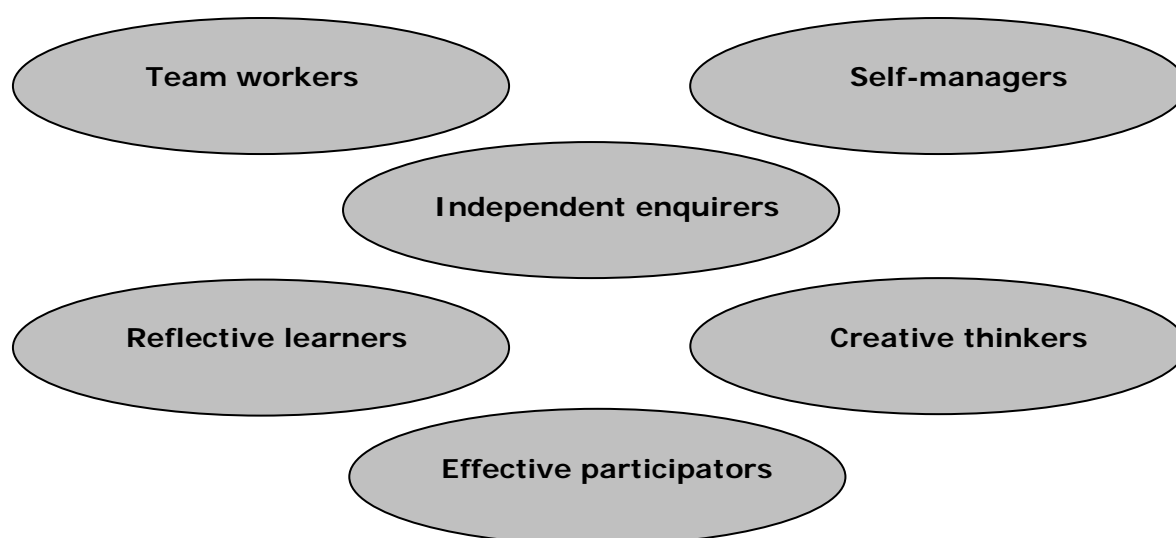
Annexe A

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.



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

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
1	✓	✓	✓	✓	✓	✓
2	✓		✓		✓	
3	✓		✓		✓	
4	✓	✓				✓
5	✓	✓	✓	✓	✓	✓
6	✓		✓			
7	✓	✓		✓	✓	✓
8	✓		✓		✓	
9	✓	✓		✓	✓	✓
10	✓	✓	✓	✓	✓	✓
11	✓	✓	✓		✓	
12	✓	✓	✓		✓	
13	✓	✓	✓		✓	✓
14	✓		✓		✓	✓
15	✓		✓		✓	
16	✓	✓	✓		✓	
17	✓	✓	✓		✓	
18	✓	✓	✓		✓	✓
19	✓	✓	✓		✓	✓
20	✓	✓	✓		✓	
21	✓	✓	✓	✓	✓	✓

Annexe B

Level 2 Functional Skills

Functional Skills standards for English Level 2

Speaking, listening and communication
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations
Reading
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions
Writing
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

Functional Skills standards for mathematics Level 2

Representing
<ol style="list-style-type: none"> 1. Understand routine and non-routine problems in familiar and unfamiliar contexts and situations 2. Identify the situation or problems and identify the mathematical methods needed to solve them 3. Select a range of mathematics to find solutions
Analysing
<ol style="list-style-type: none"> 1. Apply a range of mathematics to find solutions 1. Use appropriate checking procedures and evaluate their effectiveness at each stage
Interpreting
<ol style="list-style-type: none"> 2. Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations 3. Draw conclusions and provide mathematical justifications

Functional Skills standards for ICT Level 2

Using ICT
<ol style="list-style-type: none"> 1. Plan solutions to complex tasks by analysing the necessary stages 2. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts 3. Manage information storage to enable efficient retrieval
Finding and selecting information
<ol style="list-style-type: none"> 1. Use appropriate search techniques to locate and select relevant information 2. Select information from a variety of sources to meet requirements of a complex task
Developing, presenting and communicating information
<ol style="list-style-type: none"> 1. Enter, develop and refine information using appropriate software to meet requirements of a complex task 2. Use appropriate software to meet the requirements of a complex data-handling task 3. Use communications software to meet requirements of a complex task 4. Combine and present information in ways that are fit for purpose and audience 5. Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information

Mapping to Level 2 Functional Skills

This table shows where a **learning aim** in a unit is of particular relevance for learners being prepared for assessment in Functional Skills in English, mathematics and/or ICT at Level 2. Centres may identify further opportunities arising in their own programmes in addition to those identified below, for example group work, research, employment-related activities and work experience.

Key: a letter, e.g. A, indicates the learning aim where there are opportunities for development; a blank space indicates no opportunities for development

Unit	English			Mathematics			ICT		
	Speaking, listening and communication	Reading	Writing	Representing	Analysing	Interpreting	Using ICT	Finding and selecting information	Developing, presenting and communicating information
1	A, B, C	A, B, C	A, B, C	A, B, C	A	A, B, C		A, B, C	A, B, C
2	A, B, C	A, B, C	B, C	A, C				A, B, C	A, B, C
3	A, B, C	A, B, C	A, B, C			B, C		A, B, C	A, B, C
4	A, B, C	A, B, C	B, C	A, C	A, C	C		A, B, C	A, B, C
5	A, B	A, B	A, B	A, B	A, B	A, B		A, B	A, B
6	A, B, C	A, B, C	A, B, C	C		C		A, B, C	A, B, C
7	A, B, C	A, B, C	A, B, C	B, C	B	B, C		A, B, C	A, B, C
8	A, B, C	A, B, C	A, B	C	C	C		A, B, C	A, B, C
9	A, B	A, B	B, C					A, B, C	A, B, C
10	A, B, C	A, C	A, C	A, B, C	A, B, C	A, B, C		A, C	A, C
11	A, B, C, D	A, B, C, D	A, B, C, D			C, D		A, C, D	A, C, D
12	A, B, C, D	A, B, C, D	A, B, C, D	B	B, D	B, D		A, B, C, D	A, B, C, D

Unit	English			Mathematics			ICT		
	Speaking, listening and communication	Reading	Writing	Representing	Analysing	Interpreting	Using ICT	Finding and selecting information	Developing, presenting and communicating information
13	A, B, C, D	A, B, C, D	A, B, C, D	A	A			A, B, C, D	A, B, C, D
14	A, B C	A, B C	A, B C	B		B, C		A, B C	A, B C
15	A, B C	A, B C	A, B C	A				A	A, B
16	A, B C	A, B	A, B					A, B	A, B
17	A, B C	A, B C	A, B C	B, C		B, C		A, B C	A, B C
18	A, B C	A, B C	B, C	B, C				A, B C	A, B C
19	A, B C	A, B C	A, B C	B				A, B C	A, B C
20	A, B C	A, B C	A, B C	C		C		A, B C	A, B C
21	A, B C	A, B C	A, B C					A, B C	A, B C

Annexe C

Synoptic assessment

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

Synoptic assessment in the Certificate and Extended Certificate qualifications enables learners to demonstrate their ability to integrate and apply knowledge, understanding and skills with breadth and depth.

Assessment in any of the optional specialist units will show learners' ability to make connections between, and integrate, different topics of the unit content and assessment criteria. 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 *Unit 1: The UK Travel and Tourism Sector* and *Unit 2: UK Travel and Tourism Destinations*. For this reason, it is advisable for centres to deliver Unit 4 throughout the programme of study.

Units 9 (*Travel and Tourism Employment Opportunities*) and 10 (*Organising a Travel and Tourism Study Visit*) both draw on other units from across the programme of study as they develop the underpinning knowledge, understanding and skills in employment and visit organisation.

In addition, there is a further mandatory unit in the Diploma, *Unit 11: Delivering the Travel and Tourism Customer Experience*, that is specifically designed to allow learners to draw together all the themes and skills gained from other units of study and apply them to planning and carrying out a project.

Learners studying these qualifications 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 the travel and tourism sector
- 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 context or situations
- making and applying connections to particular travel and tourism contexts or situations
- demonstrating their ability to use and apply a range of different methods and/or techniques
- being able to put forward different perspectives and/or explanations to support decisions they have made or evidence they have presented
- being able to suggest or apply different approaches to travel and tourism contexts or situations
- synthesising information gained from studying a number of different travel and tourism activities

- applying knowledge, skills and understanding from across different units to a particular travel and tourism situation, issue or case study
- using specialist travel and tourism terminology where appropriate
- demonstrating analytical and interpretation skills (of evidence and/or results) and the ability to formulate valid well-argued responses
- evaluating and justifying their decisions, choices and recommendations.

Annexe D

Summary of units in the BTEC Level 1/Level 2 First in Travel and Tourism

The BTEC First suite in Travel and Tourism contains four qualifications:

Award (120 GLH), Certificate (240 GLH), Extended Certificate (360 GLH) and Diploma (480 GLH).

The smaller qualifications are 'nested' within the larger qualifications, which means that learners may take a smaller-sized qualification, then top up to a larger size without repeating the units already achieved in the smaller size.

This table lists each unit in the suite and how it is used within individual qualifications, i.e. is the unit mandatory (Mand), optional specialist (Opt) or not included (—).

Key: Mand – Mandatory; Opt – Optional specialist; — indicates where the unit does not appear in the qualification

Unit	Unit title	GLH	Qualifications		
			Certificate	Extended Certificate	Diploma
1	The UK Travel and Tourism Sector	30	Mand	Mand	Mand
2	UK Travel and Tourism Destinations	30	Mand	Mand	Mand
3	The Development of Travel and Tourism in the UK	30	Opt	Opt	Mand
4	International Travel and Tourism Destinations	30	Mand	Mand	Mand
5	Factors Affecting Worldwide Travel and Tourism	30	Opt	Opt	Mand
6	The Travel and Tourism Customer Experience	30	Opt	Opt	—
7	Travel and Tourism Business Environments	30	Mand	Mand	Mand
8	Promotion and Sales in Travel and Tourism	30	Opt	Opt	Opt
9	Travel and Tourism Employment Opportunities	30	Opt	Opt	Opt

Unit	Unit title	GLH	Qualifications		
			Certificate	Extended Certificate	Diploma
10	Organising a Travel and Tourism Study Visit	30	Opt	Opt	Opt
11	Delivering the Travel and Tourism Customer Experience	60	Opt	Opt	Mand
12	Marketing in Travel and Tourism	60	Opt	Opt	Opt
13	Airports and Airlines	60	Opt	Opt	Opt
14	Travel and Tourism Research Project	60	—	—	Opt
15	Work-related Experience in Travel and Tourism	60	Opt	Opt	Opt
16	Holiday Representatives	30	Opt	Opt	Opt
17	UK Travel Agency Operations	30	Opt	Opt	Opt
18	The Cruise Industry	30	Opt	Opt	Opt
19	Hospitality Operations in the Travel and Tourism Sector	30	Opt	Opt	Opt
20	UK Visitor Attractions	30	Opt	Opt	Opt
21	Overseas Holiday Operations	30	—	—	Opt

Specification

BTEC FIRST TRAVEL AND TOURISM

Certificate
Extended Certificate
Diploma

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