

Unit 34: Airfares and Ticketing 2

Unit code:	D/601/3383
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	70

● Aim and purpose

The aim of this unit is to provide the candidate with the skills required to complete fare constructions for complex routings.

● Unit introduction

Air transport is one of the most dynamic industries in the world. The International Air Transport Association (IATA) is its global trade organisation. Part of their role is to set standards and guidelines on air fare construction and the issuing of air travel documentation. Many components of the travel and tourism sector are involved with dealing with airlines, providing information, quoting fares and issuing tickets. Therefore understanding and gaining knowledge of these global standards will provide prospective employees with a skill desirable by industry.

This is a collaborative unit that enables learners to develop their skills in order to construct fares in linear/automated format for more complex journeys including: mileage over 25M; special fares with stop-overs; normal fares with add-ons; mixed class sectors; multi sector differentials; surface sector (open jaw); one way and return journeys with higher intermediate points (HIPs), checking for higher intermediate fares (HIFs) and processing one way back haul (OWB) checks, circle trip minimum fare (CTM) checks. Learners will develop their skills to interpret and apply appropriate standard and specific rules for all the above fare constructions in linear/automated format. Learners will develop their skills sufficiently to ensure accuracy and adherence to specific rules when constructing fares to the standard required to meet industry regulations as set by the International Air Transport Association (IATA). These skills are useful not only for those employed within business travel agencies and airline reservations but in other parts of the travel and tourism sector such as retail agents and tour operators. Throughout the unit learners will develop their knowledge and understanding of airfare terms and definitions.

Whilst this unit provides the skills and understanding of IATA procedures a further external examination may be taken in order to gain an industry-recognised qualification.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand airfare terms and definitions
- 2 Be able to construct fares for journeys that include more than one class
- 3 Be able to construct fares for journeys that are via a city which has a higher fare
- 4 Be able to construct fares for journeys that include visiting the same city more than once
- 5 Be able to construct Special Fares using the mileage system
- 6 Be able to calculate backhaul and circle trip minimum checks
- 7 Be able to construct fares using various breakpoints.

Unit content

1 Understand airfare terms and definitions

Application of IATA fare rules and restrictions for: mixed class; higher intermediate points; limitations in indirect travel; special fares using mileage system; over 25M; higher intermediate points; single sector differentials; multi-sector differentials; surface sectors; open jaw; stop-overs charges; add-on fares; higher intermediate fares; minimum fare check (one-way sub-journey check – OSC); plus up; one-way back haul checks; circle trip minimum checks

2 Be able to construct fares for journeys that include more than one class

Mixed class fares: construct fares for single sector differentials in linear/automated format; construct fares for multi-sector differentials in linear/automated format

3 Be able to construct fares for journeys that are via a city which has a higher fare

Higher intermediate points (HIPs): construct fares in linear/automated format for one way and returns that include one or more higher intermediate fares (HIFs) using HIF checks

Add on fares: for one way and/or return normal fare itineraries where add-on fares have to be applied either at original or destination or both; apply rules and restrictions

Surface sectors (open jaw): within one way and/or return normal fares and/or within special fares as applicable; apply rules and restrictions

4 Be able to construct fares for journeys that include visiting the same city more than once

Journeys including limitation of indirect routing (side-trips): construct fares in linear automated format for journeys that include more than one departure at origin, and/or more than one arrival at destination and/or more than one stop-over at any intermediate point using a OSC where applicable

5 Be able to construct Special Fares using the mileage system

Special fares using mileage: construct special fares within 25M mileage; apply rules and restrictions

Special fares with stop-over charges: apply stop-overs charges on a return special fare itinerary

6 Be able to calculate backhaul and circle trip minimum checks

One-way backhaul check rule (OWB or BHC): construct fares for one way journeys with one or more higher intermediate points where the higher intermediate fare check (HIP) results in a HIP from the point of origin resulting in the application of the one way backhaul check rule (OWB or BHC)

Circle trip minimum fare check rule: construct fares for return journeys with one or more higher intermediate points where the higher intermediate fare check (HIP) results in a HIF from the point of origin resulting in the application of the circle trip minimum fare check rule (CTM)

7 Be able to construct fares using various breakpoints

Journeys including over 25M surcharges: construct fares in NUCs for one way and return journeys using the principles of the mileage system including where ticketed point mileage (TPM) exceeds maximum permitted mileage (MPM) by over 25 percent and the 25M surcharge has to be applied; construct fares in linear/automated format

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Interpret and apply IATA fare rules and restrictions	M1 consistently and accurately construct fares for complex journeys in linear/automatic format M2 effectively and accurately communicate fares, rules and restrictions to customers	D1 consistently construct fares in linear/automatic format for complex journeys accurately applying fare construction rules and restrictions within a given timescale reflecting the pressures of and speed required by the industry
P2 Construct mixed class fares for single sector differentials in linear/automated format [SM 3]		
P3 Construct mixed class fares for multi-sector differentials in linear/automated format		
P4 Construct fares for higher intermediate points in linear/automated format		
P5 Construct fares that involve limitation of indirect travel in linear/automated format		
P6 Construct special fares using the mileage systems and apply appropriate restrictions in linear/automated format		
P7 Calculate and apply (if appropriate) a backhaul check as a minimum fare construction check for a one way fare		
P8 Calculate and apply (if appropriate) a circle trip as a minimum fare construction check for a return fare		
P9 Construct fares over 25M in both linear/automated format		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit allows learners to develop the practical skills and knowledge needed to meet the international standards in airfares and ticketing at Level 2 set by IATA. It is essential that learners will already have achieved an industry-recognised Airfares and Ticketing level 1 qualification and/or the BTEC Airfares and Ticketing unit mapped to IATA Level 1 (*Unit 33: Airfares and Ticketing 1*).

It is recommended that delivery should be in small blocks of learning, building towards achievement of the assessment criteria. Tutors must appreciate that this subject can be difficult to grasp and delivery should take into consideration that some learners will progress more slowly than others.

Assessment should be designed to use the Air Tariff, undertaking exercises to accurately construct fares in linear/automated format for a variety of itineraries to include: over 25M surcharge; stop-over charges; add-on fares; mixed class fares; multi-sector differentials; surface sector (open-jaw); HIPs; HIFs; OWB/BHC; CTM;; limitation of indirect routing and using linear format.

Journeys should include a variety of major gateway airports, a number of stop-overs, transfers and higher intermediate points and fares. Some HIPs should be from the point of origin and some journeys should include side trips at origin, destination and intermediate points to provide opportunities for complex fare construction. Journeys should provide opportunities to convert NUCs into a range of other worldwide currencies.

It is recommended that tutors use learner manuals and exercises either purchasing these from a variety of IATA awarding bodies or for tutors to write their own. The manuals/exercises will enable learners to work at their pace and practice outside taught lesson time. There are certain aspects of the unit that some learners may find difficult to grasp and these are:

- Add-ons and differentials
- One way backhaul checks
- Circle trip minimum check.

Tutors should ensure that learners have grasped these concepts before moving to the next section of the course and before being assessed.

There are opportunities to integrate the teaching of some of the outcomes. For example, add-ons and surface sectors can be taught alongside HIPs and HIFs and differentials. Assessment of fare constructions that include the application of add-ons and surface sectors can be combined with other fare constructions eg OWB.

It is beneficial to learners if some of the exercises can be undertaken in a simulated situation either using the telephone or face-to-face with customers or communicating information via email. In this way the learner will be able to develop their customer service skills as well as demonstrating efficiency, accuracy and speed to reflect the needs of the industry and achieve the higher grades.

Tutors should have a sound knowledge of this subject and be industry-qualified up to the IATA Airfares and Ticketing Level 2 standard.

This unit has common content and focus with the IATA Level 2 Airfares and Ticketing standard, industry-qualifications. Achievement of the BTEC unit may enable learners to also successfully complete an industry-recognised examination.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit. It should be noted that the plan does not start with or follow the order of the pass criteria as stated in the assessment grid. This is a collaborative unit and the following order is only a recommendation, tutors can place the different topics and associated criteria in whatever order they feel is most appropriate for the exercises and manuals they may be using and to best suit the study needs of their learners.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Re-cap for the content of IATA Level 1 and class discussion about the terms and definitions to be used throughout the unit. Class activities to test knowledge of IATA terms and definitions covering P1. P1 to be assessed at the end of the unit.
Add-ons – tutor input, class discussion, learners to complete exercises to construct fares in linear/automated format Higher intermediate points (HIPs) – tutor input, class discussion, learners to complete exercises to construct fares in linear/automated format. Surface sectors (open jaw) for normal fares – tutor input, class discussion, learners to complete exercises to construct fares in linear/automated format
Higher Intermediate Fares (HIFs) – tutor input, class discussion, class exercises, learners to complete exercises to calculate and apply: <ul style="list-style-type: none"> • a backhaul check as a minimum fare construction check for a one way backhaul • a circle trip as a minimum fare construction check for a return fare Opportunities for assessment for communicating with customers (face to face, telephone and email) can be combined with these exercises
Assignment 1: Airfares and Ticketing (learners to put together their portfolio to cover P4, P7, P8) Feedback on assessment.
Using the Passenger Air Tariff – tutor input, class discussion, learners to complete written exercises covering fare construction over 25 M Opportunities for assessment for communicating with customers (face to face, telephone and email) can be combined with these exercises
Assignment 1: Airfares and Ticketing (learners to put together their portfolio to cover P9) Feedback on assessment.
Mixed class fares for single sector differentials and multi-sector differentials – tutor input, class discussion, class exercises, learners to complete exercises to construct fare in linear/automated format Opportunities for assessment for communicating with customers (face to face, telephone and email) can be combined with these exercises

Topic and suggested assignments/activities and/assessment
<p>Assignment 1: Airfares and Ticketing (learners to put together their portfolio to cover P2 and P3)</p> <p>Feedback on assessment.</p> <p>Limitation of indirect travel – tutor input, class discussion, learners to complete exercises to construct fares that involve limitation of indirect travel (side trips) in linear/automated format</p> <p>Opportunities for assessment for communicating with customers (face to face, telephone and email) can be combined with these exercises</p>
<p>Assignment 1: Airfares and Ticketing (learners to put together their portfolio to cover P4)</p> <p>Feedback on assessment.</p> <p>Special fares using the mileage system and Special fares with surface sectors (open jaw) – tutor input, class discussion, learners to complete exercises to construct special fares using the mileage systems and apply appropriate rules and restrictions in linear/automated format</p> <p>Opportunities for assessment for communicating with customers (face to face, telephone and email) can be combined with these exercises</p>
<p>Assignment 1: Airfares and Ticketing (learners to put together their portfolio to cover P6)</p> <p>Feedback on assessment</p>
<p>Assignment 1: Airfares and Ticketing (learners will automatically achieve P1 when they have successfully completed all parts of Assignment 1)</p> <p>Feedback on assessment.</p>
<p>Assignment 1: Airfares and Ticketing (learners will automatically achieve M1 when they have successfully completed all parts of Assignment 1 demonstrating accuracy and efficiency for all the pass criteria)</p> <p>Feedback on assessment.</p> <p>Throughout the course of study learners should be required to quote fares and explain rules and restrictions to customers face to face or over the telephone or by email.</p>
<p>Assignment 2: Airfares and Ticketing (learners to put together supplementary evidence to cover M2)</p> <p>Feedback on assessment.</p>
<p>Assignment 3: Meeting IATA Standards (learners to undertake two mock examination papers within a given timescale reflecting the pressures of and speed required by the industry for D1)</p> <p>Feedback on assessment and unit review</p>

Assessment

This is a collaborative unit and the order in which the learning outcomes and associated criteria have been provided can be changed in both delivery and assessment if tutors feel they want to work in accordance with particular training manuals or to meet the study needs of their learners.

Assessment for this unit will involve learners completing a series of practical and written exercises to produce a portfolio of evidence that demonstrates their ability across the grading criteria. Written exercises are available within airfares and ticketing training manuals which can provide evidence to cover all areas of the content. If using only these written exercises, it is likely to limit learners' potential to access higher grading criteria where they must communicate face to face and in writing and conform to industry standards. Tutors should note all assessment evidence provided for this unit must be cross-referenced to the assessment criteria given in the grading grid. It is not acceptable for learners to simply present examination certificates or workbooks in place of clearly labelled assessment evidence. As this unit does not include a time-based externally set assessment, it is essential that learners are assessed on all content listed unless it is an 'eg'. The assessment of this unit is not as demanding as the industry Level 2 examinations so some minor inaccuracies may be tolerated at pass level.

Learners will need to construct fares for normal and special one way and return journeys involving the interpretation and application of rules and the application of mileage surcharge. Learners will need to quote fares using neutral units of construction. Learners will also need to demonstrate that they have an understanding of global indicators. All the above will have been covered in Airfares and Ticketing Level 1 and this knowledge will form the basis for the more complex concepts of Airfares and Ticketing Level 2.

The assessment criteria shown in the grading grid can be grouped together to enable learners to expand on one criterion in order to gain higher grades. P1 should be assessed throughout the programme of study and achievement confirmed at the end; P2 – P9 can be achieved individually and in any order as required; M1 will be achieved if P2 – P9 is achieved with accuracy and efficiency; M2 can be assessed alongside the pass criteria or as a separate assessment. D1 links to all grading criteria and should be undertaken at the end of the programme of study.

Centres should design their assessment strategies to meet a range of individual needs and the local work environment. Assessment should encourage the learner to apply knowledge gained from this unit and reflect on understanding gained from other units.

It is not recommended that this unit is assessed through one piece of work as if in an examination. This would not allow learners to access merit grade requirements and would not allow them to develop over time the principles required. It is recommended that the unit is split into smaller parts, allowing achievement to be ongoing, through a series of exercises covering all the essential content. However, it is recommended that to achieve D1, learners could undertake two timed examinations both covering all the essential content in order to reflect the pressures and speed required by the industry.

Tutors should ensure that learners are aware that passing this unit does not constitute being qualified to IATA standard and learners should seek separate certification for this, if required. It is suggested that learners demonstrating ability at distinction level are encouraged to sit industry-recognised examinations.

P1

Learners will automatically achieve P1 whilst achieving all other pass criteria (P2 – P9) and this criterion can be assessed at the end of the programme of study though the evidence submitted for P2 – P9.

P2 – P3

To achieve P2, learners will need to show they can construct normal mixed class fares for single sector differentials, eg first and business class, in linear/automated format. To achieve P3, learners will need to show they can construct normal mixed class fares for multi-sector differentials in linear/automated format.

P4 – P7 – P8

To achieve P4, learners will need to show that they can construct fares in linear/automated format for journeys with higher intermediate points (HIPs) interpreting and applying appropriate standard and specific rules. This should include the use of add-on fares for one way and return normal fare journeys where a one way or a return fare is unavailable in the Air Tariff. Add-on fares may have to be used at either original or destination or at both.

To achieve P7 and P8 learners will demonstrate that they can correctly complete a higher intermediate fare check (HIF) from point of origin for one way journeys and in the direction of travel for return journeys. When a HIF has been identified from the point of origin for a one way journey, learners must show that they understand and can apply the one way backhaul check rule (BHC/OWB) and in doing so achieve P7. When a HIF has been identified from the point of origin for a return journey, learners must show that they understand and can apply the circle trip minimum fare check rule (CTM) and in doing so achieve P8. *Please note that some manuals abbreviate the one way backhaul check using BHC and some using OWB.*

P5

To achieve P5, learners will need to show they can construct fares for journeys including limitation of indirect routing (side-trips). They need to identify when there is more than one departure at origin, and/or more than one arrival at destination and/or more than one stop-over at any intermediate point and apply the rules for side-trips.

P6

To achieve P6, learners will need to show they can construct special fares in linear/automated format applying the principals of the mileage system working within 25M. Learners must also demonstrate their ability to apply stopover charges and determine whether surface sectors (open-jaw) are permitted.

P9

To achieve P9, learners will need to construct fares where ticketed point mileage (TPM) exceeds maximum permitted mileage (MPM) by over 25 percent and the 25M surcharge has to be applied.

M1 – M2

To achieve M1, learners should demonstrate that they can consistently use manuals to construct fares across P2 – P9 in linear/automated format efficiently and with accuracy. Tutors must confirm that learners have been consistently accurate and efficient by supporting learner's evidence with observation sheets to confirm accuracy and efficiency across the criteria and over a period of time.

For M2 learners must provide evidence of quoting fares and explaining rules and restrictions to customers face to face, over the telephone and via email. There should be evidence of one role play, one telephone communication and one email where the learner is quoting a fare and explaining the rules and restrictions to a customer (or different customers). Tutors can use any of the learning outcomes to provide the fare to be quoted and the rules and restrictions to be explained. The role play and the telephone communication must be supported with a detailed observation record detailing how and why the learner has achieved and this should be signed and dated by the tutor and the learner.

D1

The evidence for D1 should contain reference to P1, P2, P3, P4, P5, P6, P7, P8 and P9 and be a progression from M1 and M2. To achieve D1, learners should be able to work independently using appropriate resources and references with ease, needing no support or prompt from the tutor. Learners must demonstrate a high level of ability, accuracy and understanding and demonstrate their ability to consistently complete tasks within a given timescale to reflect the pressures of the industry. This could be achieved through timed exercises enabling the learner to provide evidence that is accurate, covers all the essential content and demonstrates consistent ability. To demonstrate consistency this must be undertaken on at least two separate occasions. It is suggested that to achieve D1, learners could undertake two timed examinations that cover all the essential content for quoting fares, completing documentation, applying the principals of mileage and related rules for all fare types and these examinations could be two mock industry-recognised examinations. The outcome should be that the learners complete the examinations within the time set and they achieve a high level of accuracy on both occasions.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, M1.	Assignment 1: Portfolio of evidence – Airfares and Ticketing	As part of a job application process you have been asked to submit evidence of your ability to deal with airfares and ticketing.	Completion of exercises and role plays.
M2	Assignment 2: Portfolio of evidence of dealing with customers	Within the job application process you have been asked to undertake one role play, one telephone call and produce one email quoting fares and explaining rules and restrictions.	One role play with a customer One telephone call to a customer One email to a customer
D1	Assignment 3: Meeting IATA standards.	The second part of the interview requires you to complete two exam papers on airfares and ticketing	Examination

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 2	Level 3
Exploring UK Travel Agency Operations Airfares and Ticketing I	The Business of Travel and Tourism

Essential resources

IATA training materials are available from a number of IATA material publishers eg World Airfares Training, Virgin Atlantic, and will provide learning materials and exercises to achieve the content of the unit. The Passenger Air Tariff Manual, usually available with the training pack and exercises is essential.

Employer engagement and vocational contexts

The links made with business travel agents for *Unit 10: Business Travel Operations* should be utilised for this unit.

This unit links to the following NOS in Travel and Tourism:

- TT11 Arrange non-multi-sector air travel
- TT27 Sell multi-sector air travel.

Indicative reading for learners

Dale G, Kelly M, King C and Jefferies M – *BTEC Level 3 National Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907296

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 1* (Pearson, 2010) ISBN 9781846907272

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 2* (Pearson, 2010) ISBN 9781846907289

Website

International Air Transport Association

www.iata.org

Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the personal, learning and thinking skills (PLTS) that have been included within the assessment criteria of this unit.

Skill	When learners are ...
Self-managers	Organising time, and resources to independently plan the construction of fares [SM 3]

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Self-managers	carrying out the assessment tasks for the unit
Reflective learners	reviewing progress with the airfares and ticketing portfolio
Effective participators	discussing and dealing with customers (in a simulated environment)
Independent enquirers	identifying suitable questions to ask customers (in a simulated environment)

Functional Skills – Level 2

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	constructing and quoting normal, special and rebated fares
Identify the situation or problem and the mathematical methods needed to tackle it	constructing and quoting normal, special and rebated fares
Select and apply a range of skills to find solutions	constructing and quoting normal, special and rebated fares
Use appropriate checking procedures and evaluate their effectiveness at each stage	constructing and quoting normal, special and rebated fares
English	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	selecting appropriate information for air travellers from the Passenger Air Tariff Manual
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	completing multi-purpose documentation for air travel