

Unit 11: Investigating the Cruise Industry

Unit code:	K/600/9496
QCF Level 3:	BTEC National
Credit value:	5
Guided learning hours:	30

● Aim and purpose

The unit enables learners to develop their knowledge about the cruise industry environment and the opportunities for employment with a range of cruise operators. Learners will develop their skills in selecting cruises that appeal to cruise customers and meet specific needs and also develop their understanding about the impacts of cruising on the main cruise areas around the world.

● Unit introduction

This unit has been developed collaboratively with other Awarding Organisations.

The unit gives learners the opportunity to investigate one of the fastest growing industries in the travel and tourism sector. It examines the cruise industry's recent development and enables learners to examine the current structure and the wide range of ships operating in the cruise industry, from the smallest and most luxurious to the biggest cruise ships designed as floating hotels and resorts with a range of facilities to appeal to all types of cruise customers. This unit also gives learners the knowledge to appreciate the potential growth of the cruise industry in the future.

The growth in the cruise industry has led to an increase in employment opportunities. Learners will research job roles and responsibilities, entry requirements and the uniqueness of the working environment.

Learners will examine the appeal of cruising for a range of different types of cruise customers in terms of itineraries, ships, on-board facilities and social aspects. Learners will have the opportunity to apply their knowledge and skills in selecting cruises to appeal to specific types of customers and meet their needs.

This unit will also investigate the main cruise areas of the world, including main gateway ports and ports of call, as well as enabling learners to identify the emerging cruising destinations. While investigating the different cruise areas of the world learners will examine the impacts of cruising on these areas. They will consider the economic, social and environmental impacts of the cruise industry, both positive and negative.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about the cruise industry
- 2 Understand the cruise market
- 3 Be able to select cruises that appeal to cruise customers and meet specific needs
- 4 Understand the effects of an expanding cruise industry.

Unit content

1 Know about the cruise industry

History, development and growth: history eg origins, routes, customers, ships, facilities; development eg changing consumer demands, needs and ages, developing trends, popular and new cruise areas, different types of ships, new and different on-board accommodation and facilities; mergers and takeovers; current position eg growth statistics, market statistics

Stakeholders: cruise operators, eg well-established companies, new companies, integrated companies; links with other sectors, eg transport, tour operators, retail agents, specialist web-based cruise agents; regulatory bodies, eg International Maritime Organisation, International Council of Cruise Lines

Employment: on-board job opportunities eg purser, entertainer; on-shore job opportunities eg embarkation staff; roles and responsibilities; entry requirements eg qualifications, experience, skills; working environment eg shift work, on-board accommodation, working areas; terms and conditions eg pay, contracts of employment, holidays

2 Understand the cruise market

Cruise areas: eg western and eastern Caribbean, western and eastern Mediterranean, Scandinavia, Alaska, Antarctica, Far East, UK, Canaries, Panama, Nile, Black Sea

Types of cruises: eg fly-cruise, round the world cruise, mini-cruise, river cruise, luxury cruise, special interest cruise, transatlantic cruise (liners), sail ship, all-inclusive, formal, informal

Ships: size, tonnage and type of vessels; owners and operators; crew eg nationality

Design features: recent developments in ship design; deck plans; accommodation range eg standard inside cabins, superior outside cabins with balconies, suites; public areas eg restaurants (service and self-service), bars, sports facilities, children's areas, spa, shops, deck areas

Products developed to expand market: eg freestyle cruising, fun ships, adult only, children's clubs, cruise and stay, mini cruises, family friendly

3 Be able to select cruises that appeal to cruise customers and meet specific needs

Types of customers: eg categorised as families, couples, groups and individuals and by age, by lifestyle, by income, by special interest

Appeal in relation to itinerary: eg embarkation point, cruise area, climate at ports, special themes

Appeal in relation to the ship: eg type of ship, passenger crew ratio (PCR), passenger space ratio (PSR), cruise operator

Appeal in relation to on-board facilities: eg accommodation, entertainment, sporting, children's clubs, health and beauty

Appeal in relation to social aspects: eg etiquette, board arrangements, payment methods, tipping, social factors (formal, informal, free-style, high cost, low cost), nationality mix of passengers

Needs: itinerary; the ship; on-board facilities; social aspects of cruising

4 Understand the effects of an expanding cruise industry

Potential future developments: eg competing with the traditional package holiday, larger ships, fuel efficient ships, environmental considerations including waste management systems, ship design (cabins and facilities), new cruise areas, UK port development

Impacts on cruise areas: gateway ports and ports of call eg facilities at port, excursions available, ship access; positive eg economic; negative eg environmental, social

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:
<p>P1 describe key stages in the development of the cruise industry</p> <p>P2 describe the roles of stakeholders involved in the cruise industry</p> <p>P3 describe employment opportunities available within the cruise industry</p>	<p>M1 statistically assess the cruise industry today, including stakeholders and employment</p>	<p>D1 evaluate how operator, product and ship developments have increased the appeal and growth of cruising over the last ten years and increased cruise operator employment</p>
<p>P4 identify major cruise areas available to the UK market</p> <p>P5 describe the different types of cruises available to customers</p> <p>P6 explain how cruise lines have developed products for a growing cruise market</p>	<p>M2 analyse the range of cruises and ships operating currently in a named cruise area, including their appeal to different types of customer</p>	
<p>P7 use brochure information to select cruises that appeal to cruise customers and meet their specific needs [CT 1]</p> <p>P8 explain how the selected cruises will meet the needs of different types of customers</p>		
<p>P9 outline potential future developments in the cruise industry based on current trends</p> <p>P10 explain how cruises impact on a cruise area, the gateway ports and ports of call [IE 2]</p>	<p>M3 compare the negative and positive impacts of cruising on two different ports within one cruise area</p>	

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 could be delivered through a series of research activities, working very closely with a selection of cruise brochures, websites and where possible using the expertise of a local travel agent, a cruise operator and someone employed on a cruise ship. Discussions, presentations and DVDs could be other useful teaching and learning techniques. Many cruise operators produce DVDs of their product. The use of DVDs would give learners a visual image of the facilities available on board a cruise ship. This is important as the majority of learners are not likely to have been on a cruise. DVDs could also lead to discussions about the appeal of cruising. It is suggested that approaches be made to those operators who use UK ports for embarkation as it may be possible for learners to visit a ship in port prior to embarkation by passengers.

As an introduction to the unit, learners could start by identifying the main cruise operators and the main cruise areas of the world and look closely at the different types of ships and cruise itineraries.

It is important for learners to appreciate the history, development and growth of the cruise industry but most emphasis should be placed on recent times and the present day. When discussing developments, sessions should emphasise the development of the cruise market in terms of passenger numbers, changes in the cruise market, the development of different types of ships and the variety of different cruises on offer. In order to enable learners to achieve higher grades, the focus of this section should be on development and growth and a clear understanding of the current status of the cruise industry in relation to the current structure and the ships that are in operation today, rather than on the history of cruising. It is essential that learners know the different types of ships operating, from the older and smaller ships to the new 'floating hotels', the ultra luxury ships and those designed for the less formal cruises. Brochures and websites will give all the details necessary to cover this section of the content. In order to meet the merit grade, learners should be able to explain how developments and growth in cruising have led to the current structure and the different types of ships in operation.

For learning outcome 1, it will be beneficial for learners to have guest speakers who have either worked on a cruise ship, worked for a cruise company or are careers advisors or recruitment agents. A guest speaker could provide information regarding jobs available, job requirements and a general overview of the working environment in the cruise industry. There are many cruise job websites that also provide a wealth of information. On-shore jobs as well as on-board jobs should be investigated.

When discussing the appeal of cruising it is advisable to offer learners the opportunity to examine a wide range of cruise brochures and cruise operator websites if they are to fully appreciate the huge range of itineraries and the choice of different types of ships and facilities. It is recommended that they are provided with pen portraits of different types of customers in order that they might select cruises that would meet stated customer needs in relation to the itinerary, type of ship, on-board facilities and social aspects. This will lead towards the assessment of learning outcome 3.

When discussing different types of customers it is recommended that learners investigate at least four types identified in the unit content. A type of customer is not simply 'an older couple' but more complex, eg an older retired couple who have a medium budget and want an informal cruise with lots of on-board entertainment. Cruising now appeals to a much wider market and cruise customers have very diverse needs and this is why there is such a wide range of cruises available to meet the different types of cruise customer. Discussions should be able to explain why the selected cruises meet the needs of the customers.

In order to achieve the higher grades learners should be able to explain how the present day structure and the cruise ships in operation today are able to offer cruises that appeal to different types of cruise customer and provide a wide range of job opportunities.

For learning outcome 4, learners should be directed towards investigating a range of potential future developments, eg competing with the traditional package holiday, larger ships, fuel efficient ships, environmental considerations including waste management systems, ship design (cabins and facilities), new cruise areas, UK port development. It would be useful to arrange a visiting speaker from one of the cruise operators, or a retail travel cruise specialist, to talk about these potential future developments and use a range of articles, research papers and statistical data to support their findings.

The impacts of cruising should be investigated in relation to ports of call and gateway ports. The impacts investigated should be both positive and negative and can cover a range of types of impact, eg economic, social, environmental. Case studies and statistical data can be used for this. Some potential future developments can be linked to the impacts of cruising, eg new ships have better waste management systems, opening up of new cruise areas may have a negative environmental impact as well as a positive economic impact, more ships provide more jobs etc.

To ensure that they are up to date with the cruise industry, tutors should encourage learners to undertake in-depth research by reading newspapers, journals and textbooks, as well as watching holiday programmes about cruising. Learners need to be involved in discussions about all aspects of cruising in order to develop analytical and evaluative skills that are required for the higher grades.

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 of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
<p>Introduction to the unit and the assessment plan</p> <p>Classroom investigation into the history, development and growth of the cruise industry, using text-books, websites and videos illustrating cruising in past years</p> <p>Learners to create a timeline</p> <p>Classroom investigation into cruise operators through brochure and web research, identifying the main operators and their ownership and how they distribute their products</p> <p>Classroom investigation into regulatory bodies through web research</p>
<p>Preparation for assessment</p> <p>Assignment 1: The Cruise Industry Today (P1, P2)</p> <p>Feedback on assessment</p>
<p>Classroom identification of the different jobs available on a cruise ship, both on-shore and on-board jobs</p> <p>Visiting speakers who are working, or have worked, on board</p> <p>Classroom investigation into the different types of jobs identifying roles and responsibilities, entry requirements, working environment, terms and conditions, promotional opportunities</p> <p>Group activity to research specific jobs (this can be linked to <i>Unit 6: Preparing for Employment in Travel and Tourism</i>)</p> <p>Classroom activity to apply for a job and prepare for an interview by researching the job and the operator</p>
<p>Preparation for assessment</p> <p>Assignment 2: Working for a Cruise Operator (P3)</p> <p>Feedback on assessment</p>

Topic and suggested assignments/activities and/assessment

Classroom activities to research and investigate statistical information about the current cruise industry, eg the number of cruise operators, web-based cruise specialists, regulatory bodies, cruise operator on board and on shore employment numbers

Many cruise operators have been merged over the last few years; learners can find out from web-sites who owns who

Preparation for assessment

Assignment 3: The Cruise Industry Today – a statistical assessment (M1)

Feedback on assessment

Classroom investigation into the different cruise areas of the world using maps, brochures and videos

Input on different types of cruising and classroom research using a wide range of brochures and cruise videos

Classroom investigation into the different types of cruise ships and their design through brochures, web pages and videos illustrating different ships

Visit to a cruise ship if possible

Classroom discussion on the different types of cruise customers and how the cruise market has changed over recent years

Use articles, statistics and web based research

Classroom activity to identify the different products and services that have helped the cruise market to grow, eg freestyle cruising, tour operators entering the cruise market (TUI) with affordable cruising, fly cruise to the Caribbean and Mediterranean

Preparation for assessment

Assignment 4: The Cruise Product (P4, P5, P6)

Feedback on assessment

Input on the appeal of different types of cruises including: the itinerary, the ship, the on-board facilities and the social aspects

Input on the different types of cruise customers

Classroom investigation into the wide range of cruises, ships and itineraries to meet the needs of a wide variety of types of customers

Working in small groups to find cruises to meet specific customer briefs (provided by the tutor to ensure coverage of range within the content)

Preparation for assessment

Assignment 5: Cruise Selection (P7, P8)

Feedback on assessment

Classroom activity to investigate one cruise area in relation to the cruises and ships currently operating in that area and how these appeal to a wide range of different types of customer

Preparation for assessment

Assignment 6: The Appeal of Cruising (M2)

Feedback on assessment

Linking all previous teaching use classroom activities to help to evaluate how, over the last ten years, operator product and ship development has led to an increase in the appeal and growth of cruising

Preparation for assessment

Assignment 7: The Cruise Industry – the last decade (D1)

Feedback on assessment

Topic and suggested assignments/activities and/assessment

Classroom activities and visiting speakers to look at current industry trends and identify and investigate potential cruise developments for the future

Classroom investigation into the impacts of cruising on ports and ports of call using the internet and through classroom discussions

Group activity to select different areas of cruising and identify the impacts of cruising – group presentations

Classroom investigation into how cruise operators are taking responsibility for minimising negative aspects and maximising the positive aspects

Classroom discussion evaluating how potential future developments might decrease or increase positive and negative impacts

Preparation for assessment

Assignment 8: The Impacts of Cruising (P9, P10, M3, D2)

Feedback on assessment and unit review

Assessment

The assessment criteria can be grouped together to enable learners to expand on one criterion in order to gain higher grades. The links are as follows: P1, P2, P3 and M1; P4, P5 and P6; P7 and P8; M1 is linked to the pass criteria for LO2 and LO3 and D1 links all the pass criteria for LO1, LO2 and LO3; P9, P10, M3 and D2. Where possible learners should be encouraged and given the opportunity to meet the relevant higher grades at the same time as they attempt the appropriate pass criteria.

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

P1 – P2 – P3 – M1

For P1, learners must provide a brief description of the key stages in the development of the cruise industry and this should focus on the last 50 years and in particular the last ten years.

For P2, learners must provide a short description of the roles of stakeholders involved in the cruise industry and must cover cruise operators, regulatory bodies and their links with other sectors. It is expected that learners will identify the cruise operators that are independent and those that are part of larger organisations, eg Princess Cruises are part of The Carnival Corporation, Fred Olson is an independent company still owned by the Olsen family. Evidence can be varied in format for the different sections listed above; some of the evidence could be presented verbally or in a report or information pack or in the format of a newspaper article. Some of the evidence could be presented as an exhibition. Written and verbal evidence can be supported by extracts from newspaper articles and from websites and learners should support their findings with statistics and all supporting evidence should be referenced. The descriptions need not be in-depth but should be broad and basic and cover all the prescribed content.

For P3, learners should identify employment opportunities both onboard and onshore with different types of cruise operators, and then research at least two different types of jobs on-board, eg purser, entertainer, shore excursion staff, social hosts plus one job on-shore, eg check-in clerk, within the cruise industry. The job described could be with two or more cruise operators, ie not just one operator. These jobs should be described in terms of roles, responsibilities, entry requirements, working environment, terms and conditions. Evidence can be presented verbally or in written format perhaps in the form of leaflets or information sheets. Learners can work in groups but evidence must be presented individually.

To achieve M1, learners must statistically assess the cruise industry as it is today. Learners should present a brief profile of the main cruise operators identifying those that are owned by the same parent company and those that are independent. They should include statistical information about the number of passengers they carry, the number of ships in operation and the number and nationality of the crews. Learners should also assess how the cruise operators link with other sectors, eg transport, tour operators, retail agents, specialist web-based cruise agents. This statistical information should enable learners to assess the importance of the cruise industry in economic terms.

P4 – P5 – P6

For P4, learners must identify the major cruise areas available to the UK market. This can be presented visually using a large world map or a variety of smaller maps.

For P5, learners must provide evidence that describes at least three different types of cruises available to customers. It is important to start with a description the different types of ship and their design features and then link these to the different types of cruises on offer, eg fly cruise, mini cruise, special interest cruise. For example, many operators offer fly-cruises around the Mediterranean Sea but these cruises can be very different dependent on the type of ship; some ships are large and new with many facilities and most cabins with balconies; some ships are smaller and older with limited facilities.

For P6, learners must explain how cruise lines have developed a range of products for a growing cruise market. Learners should identify a range of products and then select a minimum of two and explain how and why this product has been developed over recent years to meet the needs of a growing cruise market. For example, some operators have developed free-style cruising as this meets the demand for informal cruising; some operators have developed the luxury product by commissioning luxury ships to meet the demand for this type of cruise.

P7 – P8

For P7, learners must select appropriate cruises that will appeal to different types of customers and meet their specific needs. It is essential that learners are provided with customer briefs that cover all aspects of the content across the range of briefs. There should be a minimum of two customer briefs to select two cruises. For example, one brief could be for an older retired couple who want an informal cruise with tipping included, they want to embark from a UK port during September for a 12-14 night cruise taking in Scandinavia and visiting St Petersburg in Russia, they like lots of entertainment and prefer a smaller ship and one of the more economical operators such as Thomson. Once learners have selected the cruise they should provide the details in a written format and identify the elements that meet the needs of the customer within the customer brief. All aspects of the prescribed content must be covered across the range of customer briefs. P7 could be achieved through role-play situations and evidence would have to be detailed tutor observation records plus supporting evidence in written format.

P8 is linked to P7 and learners must explain why their selected cruises will appeal to their customers and meet their specific needs. They should support their explanations with details of the cruise perhaps taken from the brochure or from the web-site. This evidence could be in written or verbal format. If learners present their explanations verbally, detailed tutor observation records will be required plus any supporting written evidence.

M2

For M2, learners should select one popular cruise area, eg the western Mediterranean, the eastern Caribbean, and analyse the range of cruises and ships operating currently in that area. They should describe the cruises and the ships and explain how these appeal to different types of customer. All aspects of appeal should be covered as listed in the content across the entirety of the evidence. The evidence can be presented in written and oral format.

D1

D1 is a progression from all the previous criteria (P1 to P8, M1 and M2) and learners must evaluate how operator, product and ship developments have increased the appeal and growth of cruising over the last ten years. Learners must demonstrate their understanding of the following aspects: how operators have developed through mergers and takeovers or by remaining independent and exclusive; how products have been developed to meet specific trends and demands; how ships have been developed to accommodate trends and demands; how cruise operator employment has increased; how all these aspects have increased the appeal and the growth of cruising over the last 10 years. One example could be the integrated cruise operators who provide fly cruises using their own flights to the Caribbean (eg Thomsonfly) enabling customers to enjoy more time visiting ports rather than time at sea from the UK across the Atlantic Ocean. The ships operating in this popular area for cruising are designed to provide hotel type accommodation with all outside cabins having balconies, plus multiple pool areas and provision for games and entertainment. These cruises appeal to those who would previously have booked a two week package hotel holiday. Learners should include how growth in cruising (number of operators, ships and types of cruises) has also provided a wide range of opportunities for employment both on-board and on-shore and the bigger the ship the more job opportunities are available. As ships become floating resorts, a wider range of jobs are available such as within the Children's Clubs, social hosting, shore excursions and in entertainment. Evidence for D1 must demonstrate that learners have an in-depth understanding of how the current cruise industry has developed and how cruising appeals to a range of customer types and how this has led to a growth in employment opportunities in the cruise industry. It is expected that learners will provide a number of examples and statistics to illustrate and support their explanations.

P9 – P10 – M3 – D2

For P9, learners must outline at least two potential future developments in the cruise industry based on current industry trends. Learner's evidence must be supported with articles, research papers, reports etc to substantiate each development.

For P10, learners should explain how one cruise itinerary impacts on one cruise area, its gateway ports and ports of call. Learners should select one cruise area, eg western Mediterranean, and describe the impact of one cruise itinerary on the gateway ports and ports of call, eg Ibiza Town, Messina, Naples, Toulon, Barcelona. The impacts should be both positive and negative and can include economic, social and environmental impacts. P10 can be linked with P4 and M2.

M3 is a progression from P10 and learners can use the same cruise area and itinerary or opt to use a different area and itinerary to generate their evidence. Learners must compare the negative and positive impacts of cruising on two different ports within the one cruise area. The comparison should be detailed and supported with other material such as pictorial, newspaper or web-based articles and statistics.

To achieve D2, learners will need to evaluate how two potential future developments could each increase or decrease the negative and positive impacts of cruising. For example, if cruising continues to grow, with more and more ships using particular ports of call and many more passengers travelling on excursions, the impacts around the ports could be very negative due to congestion and pollution. At the same time however, there could be positive economic benefits for coach operators, tour guides, tourist attractions and the retail and hospitality facilities around them. The new ships being built are more fuel efficient and have advanced waste management systems so these have the potential to decrease negative environmental aspects of cruising.

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	Assignment 1: The Cruise Industry Today	You work for a cruise specialist retail agent and have been asked to give a presentation to a local college about the cruise industry including its development and the roles of stakeholders	Power Point presentation with supporting presenter notes
P3	Assignment 2: Working for a Cruise Operator	You work for a Cruise Recruitment Company and have been asked to set up an exhibition and give a presentation at a local college to present the employment opportunities available within the cruise industry	Exhibition materials and power-point presentation
M1	Assignment 3: The Cruise Industry Today – a statistical assessment	This can follow on from Assignment 1 in the format of a report	Report with statistical information – graphs, charts, illustrations
P4, P5, P6	Assignment 4: The Cruise Product	You work for a Retail Travel Agency specialising in Cruises and have been asked to put together an exhibition at a local Travel Fair about the current Cruise Market	Exhibition materials including posters, handouts, maps, information sheets
P7, P8	Assignment 5: Cruise Selection	Working for a Retail Cruise Specialist your job is to select cruises to appeal to cruise customers and meet their needs.	Cruise selection with notes and explanations provided for each
M2	Assignment 6: The Appeal of Cruising	Working for a Retail Cruise Specialist you have been asked to produce a display in your retail outlet on one cruise area, the cruise opportunities and why these appeal to different types of customer	A display (posters, PowerPoint presentations, leaflets, handouts). A short report

Criteria covered	Assignment title	Scenario	Assessment method
D1	Assignment 7: The Cruise Industry – the last decade.	Working for a cruise specialist you have been asked to write an article for the travel section of a local newspaper entitled The Cruise Industry – the last decade	A newspaper article that builds on the evidence presented Assignments 1, 2, 3 and 4
P9, P10, M3, D2	Assignment 8: The Impacts of Cruising	Working for a cruise operator you have been give a presentation to colleagues on impacts of cruising including potential future developments	Verbal presentation with visual aids, supporting notes and handouts and statistical information

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
Preparing for Employment in Travel and Tourism	Investigating the Travel and Tourism Sector
Introduction to Cruise Operations	Preparing for Employment in Travel and Tourism
	Retail Travel Operations

Essential resources

For this unit learners need access to the internet and access to published material such as the travel trade press, newspapers and textbooks. Cruise brochures are an essential resource for this unit.

Employer engagement and vocational contexts

It would be beneficial to form a link with a specialist local cruise travel agency and either visit the agency or ask them to provide a guest speaker. It would be beneficial to form a link with a cruise company, eg Fred Olsen Cruise Lines, perhaps using a port within travelling distance of the centre and arrange for learners to visit a cruise ship in port.

Indicative reading for learners

Textbooks

Bow S – *Working on cruise ships* (Vacation Work, 2003) ISBN 978 1854582925

Cartwright R and Baird C – *The development and growth of the cruise industry* (Butterworth Heinemann, 1999) ISBN 978 0750643846

Chin C B N – *Cruising in the global economy: profits, pleasure and work at sea*, (Ashgate Publishing Ltd, 2008) ISBN 978 0754672425

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

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

Dickinson B and Vladimir A – *Selling the sea: an inside look at the cruise industry* (Wiley, 2007) ISBN 978 0471749184

Gibson P – *Cruise operations management* (Butterworth Heinemann, 2006) ISBN 978 0750678356

Holloway C – *The Business of Tourism* (FT Prentice Hall, 2006) ISBN 0273701614

James E, Thirlaway J and Woodhouse U – *BTEC National in Travel and Tourism* (Hodder Education, 2007) ISBN 9780340945735

Newspapers and Journals

Cruise Industry News Quarterly – available online www.cruiseindustrynews.com

Travel Trade Gazette

Travel Weekly

Delivery of personal, learning and thinking skills (PLTS)

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

Skill	When learners are ...
Independent enquirers	exploring how cruise itineraries impact on cruise areas, gateway ports and ports of call [IE 2]
Creative thinkers	using brochure information to select cruises that appeal to cruise customers and meet their specific needs [CT 1]

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	managing the assessment of the unit

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	exploring the cruise industry environment
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning the assignment
Manage information storage to enable efficient retrieval	exploring the cruise industry environment
Follow and understand the need for safety and security practices	ongoing
Troubleshoot	as required
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	exploring the cruise industry environment exploring cruises that appeal to cruise customers and meet their specific needs
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring the cruise industry environment
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	presenting cruises that appeal to cruise customers and meet their specific needs
Bring together information to suit content and purpose	presenting cruises that appeal to cruise customers and meet their specific needs
Present information in ways that are fit for purpose and audience	presenting cruises that appeal to cruise customers and meet their specific needs
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	presenting cruises that appeal to cruise customers and meet their specific needs
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the cruise industry environment discussing cruises that appeal to cruise customers and meet their specific needs

Skill	When learners are ...
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	<p>exploring the cruise industry environment</p> <p>exploring cruises that appeal to cruise customers and meet their specific needs</p>
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	presenting cruises that appeal to cruise customers and meet their specific needs