

# Unit 15: Working as a Holiday Representative

<b>Unit code:</b>	<b>T/600/9615</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to develop learners' knowledge of the roles, duties and responsibilities of different types of holiday representatives and gain understanding of the importance of creating a safe and healthy holiday environment. Learners will develop practical skills to carry out duties associated with this customer focused role.

## ● Unit introduction

Each year thousands of holidaymakers head to the countless number of tourist resorts around the world. For tour operators, the holiday representative plays an important role acting as the face of the company and looking after the needs of their customers. Consequently holiday representatives have a key role to play in the success of the overseas holiday experience.

In this unit learners will investigate different types of holiday representatives who work overseas. The unit focuses on the differing roles and responsibilities of different types of holiday representatives, who have to deal with many situations from meeting and greeting customers at the airport, to dealing with problems such as over-booked or sub-standard accommodation. The unit explores how holiday representatives deal with customers and the wide-ranging duties they carry out on a day-to-day basis.

Learners will investigate the legal responsibilities of the different categories of holiday representatives and they will examine situations where holiday representatives have to meet legal requirements. Learners will investigate how holiday representatives have a key role to play in making sure that customers enjoy a safe holiday environment.

Representatives must apply a wide range of skills to the many areas of their work. They need to demonstrate customer service skills to deal with enquiries or complaints, selling skills to promote products and services in resort, and social skills to enhance the overall holiday experience.

This is a practical unit that gives learners the opportunity to engage in relevant activities to develop the skills needed by holiday representatives in the travel and tourism industry.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Know the roles, duties and responsibilities of different categories of holiday representatives
- 2 Know the legal responsibilities of a holiday representative
- 3 Understand the role of the holiday representative in creating a safe and healthy holiday environment
- 4 Be able to apply social, customer service and selling skills when dealing with transfers, welcome meetings and other situations.

# Unit content

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## 1 Know the roles, duties and responsibilities of different categories of holiday representatives

*Categories:* resort representative eg property, 18–30s, over–50s, holiday village, villa; ski representative; transfer representative; children's representative; campsite representative

*Roles:* eg to look after guests on holiday, to maximise resort profitability, to create a safe play environment for children

*Duties:* meet and greet; transfers; coach commentaries; welcome meetings; noticeboards; information booklets; health and safety checks; property visits; selling eg excursions, car hire; calculating payments eg currency conversions, commissions, liquidation; administration and paperwork; problem solving eg over-bookings, complaints; non-routine incidents eg accidents, illness, emergency situations; organising activities eg children's clubs; managing groups; category specific eg montage and de-montage, cleaning

*Responsibilities:* to the customer; to the organisation; to suppliers

*Changing working practices:* eg in-resort customer service centres, pre-holiday UK excursion sales, duty representatives based in the UK

## 2 Know the legal responsibilities of a holiday representative

*Legal responsibilities:* working within the legal framework eg EU Package Travel Regulations, Supply of Goods and Services Act, Health and Safety at Work Act, Trades Description Act, Disability Discrimination Act or subsequent legislation; contractual responsibilities; booking conditions; documentation; reporting and recording eg accident reports; liaising with the resort office and UK

*Situations:* eg at the airport, on transfers, in resort, on excursions

## 3 Understand the role of the holiday representative in creating a safe and healthy holiday environment

*Health and safety risks and hazards:* identification of health and safety risks and hazards; accommodation specific eg hotel, apartment, mobile home, tent; facilities eg swimming pools, balconies, children's playgrounds, children's clubs, lifts; fire safety; hygiene; coach safety; resort safety; excursions and activities

*Minimising risks:* providing information eg at welcome meeting, transfer commentaries, notice boards and information books; routine procedures eg health and safety checks, risk assessments; reporting incidents eg accidents, illness; Federation of Tour Operators (FTO) guidelines

## 4 Be able to apply social, customer service and selling skills when dealing with transfers, welcome meetings and other situations

*Social skills:* creating rapport; providing a welcome; empathising; providing a helpful and friendly service; choice of language; informal and formal communications; responding appropriately to different customers

*Customer service skills:* identifying customer needs; meeting customer needs; dealing with queries; providing information for different purposes; product knowledge; handling complaints; listening skills; finding solutions; communicating with groups and individuals; image; non-verbal communication eg using visual aids, body language; communication skills using natural and amplified voice eg clarity of speech, pace, tone, structure; written communications

*Selling skills:* creating rapport; identifying and matching needs; presenting features and benefits; up-selling; closing the sale

*Arrival transfers:* welcome; introductions; safety and comfort on the coach; country information eg time, weather; transfer details eg route, duration; resort information; accommodation check-in procedures; content and structure of speech; using amplified voice

*Welcome meetings:* visual aids eg maps, noticeboards, excursion guides, using IT; creating welcoming atmosphere; introductions: content and structure of presentation; accommodation information; resort information; local information; safety information; promoting excursions and other services; image eg dress code, body language; communicating with groups

*Selling situations:* face to face; selling excursions and other services; using currency and making calculations; completing paperwork eg tickets, receipts, liquidation forms

*Other situations:* handling complaints eg over-bookings, standard of accommodation, misrepresentation; complex situations eg illness, crime, accidents; completing documentation eg customer service reports, accident report forms, change of accommodation forms

## 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><b>P1</b> describe the roles, duties and responsibilities for different categories of holiday representatives, highlighting changing roles and working practices</p> <p><b>P2</b> outline the legal responsibilities of holiday representatives in different holiday situations</p> <p><b>P3</b> explain the role played by holiday representatives in creating a safe and healthy holiday environment</p>	<p><b>M1</b> compare the roles, duties and responsibilities for one category of representative with two different tour operators</p>	<p><b>D1</b> analyse how the current and changing roles, duties and responsibilities of holiday representatives can contribute to the overall holiday experience</p>
<p><b>P4</b> use social, customer service and selling skills to deliver an arrival transfer speech, a welcome meeting and make a sale [RL 5, RL 6]</p> <p><b>P5</b> use social and customer service skills to deal with customers in different situations, completing appropriate documentation [RL 5, RL 6].</p>	<p><b>M2</b> demonstrate effective social, customer service and selling skills when delivering a transfer speech, welcome meeting and making a sale.</p> <p><b>M3</b> deal effectively with customers in different situations and accurately complete all relevant documentation.</p>	<p><b>D2</b> consistently project a confident, professional image when carrying out resort activities and dealing with customers in different situations.</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

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## Delivery

Learners should explore and learn about the different categories of holiday representatives so that they are able to demonstrate knowledge of the roles, duties and responsibilities for the different categories. Some learners may have travelled overseas on holiday and will be able to contribute their experience of holiday representatives. Another approach is to look at the job descriptions available on the recruitment pages of major tour operator websites. Some of these sites also include daily activities carried out by representatives in resort. Learners could use this information to determine the roles, duties and responsibilities carried out overseas for specific categories of holiday representatives. Learners could be split into groups and research a specific category of holiday representative. Following this, groups could present their findings to the main group. This could be presented as a 'week in the life' of a specific category of holiday representative.

The use of visiting speakers from the industry would also support understanding of the holiday representatives' weekly activities. This would provide relevance to all aspects of the unit. Some tour operators have annual road shows as part of their recruitment process and are willing to provide talks to learners about overseas opportunities. These road shows tend to take place during the winter months.

It is acknowledged however that not all tour operators' holiday representatives work in the same way or have the same responsibilities. The roles, responsibilities and working practices of holiday representatives are constantly being reviewed as tour operators look at more cost-effective ways of operating resorts or catering for more independent customers. The main focus of the unit is on the 'traditional' roles, responsibilities and duties as these are still practised by many representatives employed by smaller tour operators. However, tutors should keep up to date with changes, for example how some larger tour operators have introduced in-resort customer service centres instead of having representatives in each property; how many now offer pre-holiday promotion and sale of excursions in the UK; centrally produced resort leaflets, information books etc. This can lead to useful discussions on the changing responsibilities and working practices of holiday representatives.

Learners need to know the legal responsibilities of a holiday representative. Practical activities should be encouraged to support learners' application of understanding. Role-play situations where learners are to identify legal issues could be a starting point for understanding the legal framework that holiday representatives have to work within. The use of case studies would support learners' awareness of the types of situations linking legislation and holiday representatives. Trade magazines often produce these.

To support understanding of the contractual responsibilities, an activity using brochures to understand the booking conditions could be used. Different scenarios, such as changes to accommodation, could be given to support understanding of this topic.

Learners need to be aware of the reporting process and the documentation completed, for example change of accommodation forms, customer report forms, accident report forms, incident report forms. Examples of forms can usually be obtained from tour operators and these will vary depending upon the nature of the company.

The importance of the representative liaising with the resort office and the UK could be introduced by discussing the types of information that need to be reported and communicated to each. A guest speaker could also be used to focus on this topic or case studies could be used to demonstrate how reporting procedures are usually carried out.

Health and safety is an important role for holiday representatives. This topic could be introduced with a discussion of the types of situations that could arise and the risks and hazards in the holiday environment. Following this, learners could use case studies to aid understanding of the importance in relation to the role of the representative. Watching videos/DVDs such as *'Holidays from Hell'* could also be used to strengthen understanding of the legal responsibilities as well as showing learners types of health and safety situations that representatives deal with. Discussion of how to avoid these situations could follow. This could be broken down into different situations where holiday representatives have contact with customers, eg at welcome meetings or in transfer commentaries.

Learners must also be aware of coach safety. Setting up a mock coach and carrying out role-play situations could highlight safety issues in relation to guiding and transferring customers in a resort.

The Federation of Tour Operators (FTO) has guidelines which tour operators must work within. Learners could scrutinise these to help them understand the areas of health and safety in resort.

Learners will need to appreciate the wide range of social, customer service and selling skills needed by holiday representatives. The unit lends itself to a variety of teaching and learning styles but this part of the unit should be practical. The use of role-play practical sessions could prove effective to support development of social, customer service and selling skills. These could include complaint role plays, selling excursions, welcome meetings, transfer speeches and problem solving. If learners are going on educational visits they should be encouraged to take part in practical activities such as leading the group, giving a commentary on a coach, and checking people on and off the coach. The completion of documentation should be emphasised during activities and role plays to develop learners' written communication skills and underpin the need for accuracy and clarity.

## 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
Introduction and overview of the unit
Identification of different categories of holiday representative
Sharing experiences of different categories of holiday representative
Group work to research one category of holiday representative using websites, holiday brochures
Preparing, making and observing presentations 'A week in the life of a...'
Discussion on changing working practices and roles of representatives and comparison between different organisations
Holiday Rep guest speaker and/or DVDs, discussion on job role, Q & A
<b>Assignment 1: So you want to be a Holiday Rep? – different categories of holiday representative (P1)</b>
Feedback on assessment
Tutor input into legal aspects, introduction to legislation
Carrying out case studies in pairs or small groups, discussion
<b>Assignment 1: So you want to be a Holiday Rep? – legal aspects – case studies (P2)</b>
Feedback on assessment

## Topic and suggested assignments/activities and/assessment

Health and Safety in resort – Watchdog DVD, FTO guidelines

Scenarios to identify hazards and risks in holiday situations

### **Assignment 1: So you want to be a Holiday Rep? – health and safety (P3)**

Feedback on assessment

Discussion to compare roles, duties and responsibilities and contribution to holiday experience and changing practices

### **Assignment 1: So you want to be a Holiday Rep? (M1, D1)**

Feedback on assessment

Review of selling skills, complaint handling, making a presentation, input, discussion and DVDs

Input and practical activities on microphone technique

Agreeing content of a transfer speech

Individual research and preparation of transfer speech

Practice

### **Assignment 2: Skills in Action – practical assessments – transfer speech (P4, M2, D2)**

Feedback on assessment

Input and practical activities on welcome meetings

Agreeing content of a welcome meeting

Individual research and preparation of welcome meeting

Reviewing content of a noticeboard. Preparing visual aids

Practice welcome meeting

### **Assignment 2: Skills in Action – practical assessments – welcome meeting (P4, M2, D2)**

Feedback on assessment

Input and practical activities on selling opportunities in resort

Agreeing format of a sales pitch

Individual research and preparation for selling skills

Documentation and liquidations

### **Assignment 2: Skills in Action – practical assessments – making a sale (P4, M2, D2)**

Feedback on assessment

Input and practical activities on complaint handling

Identifying different types of complaints and legal aspects

Strategies for handling a complaint

Identification of documentation. Guidelines for completion

Practice handling complaints and completing documentation

### **Assignment 2: Skills in Action – practical assessments – dealing with a complaint and completing documentation (P5, M3, D2)**

Feedback on assessment

## Topic and suggested assignments/activities and/assessment

Identifying different types of complex situations. Input on dealing with lost passports, medical problems etc

Case studies to deal with complex situations

Identification of documentation. Guidelines for completion

### **Assignment 2: Skills in Action – practical assessments – dealing with complex situations (P5, 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, M1 and D1; P4, P5, M2, M3 and D2. Where possible learners should be encouraged and given the opportunity to achieve the relevant higher grades at the same time as they attempt the appropriate pass criteria.

### **P1 – P2 – P3 – M1 – D1**

For P1, learners are required to describe the roles and responsibilities of three different categories of holiday representatives: this must include one type of resort representative (eg property, over-50s or 18 – 30s, holiday village, villa) plus two others selected from ski, transfer, children's, and campsite. For each category the roles, duties and responsibilities for each holiday representative must be written in learners' own words and should highlight the holiday representatives' responsibilities in terms of to the customer, to the organisation, and to suppliers. It is not sufficient to provide bulleted lists of roles, duties and responsibilities, nor should learners reproduce job descriptions that have been provided by tour operators. Changing roles and working practices such as the introduction of in-resort customer service centres should be highlighted.

Within the evidence learners must describe the key roles for each category of representative selected and include a description of all relevant duties and responsibilities for that particular category; this may include meet and greet, transfers, coach commentaries, welcome meetings, noticeboards, information booklets, health and safety checks, property visits, selling, calculating payments, administration and paperwork, problem solving, non-routine incidents, organising activities and managing groups. Any additional category specific duties should be described. All relevant duties for each category of representative must be described and it is expected that the majority, if not all, of these duties would appear across the three categories of representative selected. There will be some overlap; for example health and safety checks are applicable to all types of representative. However the descriptions need to be applied to the specific category; for example the safety checks for a children's representative would include checking sandpits and the health and safety checks for a transfer representative would include checking that there are no bags obscuring exits on the coach.

For P2, learners must outline the legal responsibilities of holiday representatives in different situations. Learners could be given different situations as case studies. There should be at least four different situations, constructed in such a way that between them the situations will have relevance to at least four different laws or regulations. Additionally, across the entirety of evidence for P2 there should be some reference to contractual responsibilities, booking conditions, documentation, reporting and recording, and liaison with the resort office and UK. An example of a typical situation could be a representative receiving a complaint from a customer about the lack of advertised facilities provided in the hotel. Evidence must identify the legal responsibilities of the representative and in this situation would outline the relevance of the EU Package Travel Regulations and Trades Descriptions Act, contractual responsibilities between the tour operator and the customer and between the tour operator and supplier, the necessity of notifying the UK office in order to advise future customers, and completing a customer report form in case the customer decides to pursue their complaint.

For P3, learners must explain the role played by holiday representatives in creating a safe and healthy holiday environment. Learners could be given different situations as case studies or could produce a health and safety handbook. The evidence will include identification of risks and hazards in the holiday environment and the ways in which representatives can minimise these risks. This must include safety in the accommodation (including fire safety and hygiene), whilst using specific facilities, on transfer coaches, on excursions and organised activities, and in the resort itself.

To achieve M1, learners must compare the roles, duties and responsibilities of one category of holiday representative with two tour operators. This requires learners to draw on their knowledge from P1, P2 and P3. The comparison must draw upon similarities and differences of representatives with the two organisations and, depending on the tour operators selected, could provide scope for demonstrating new working practices that have been introduced.

This must be a comparison not just a description of what each does, and should also include legal and health and safety roles, duties and responsibilities.

To meet D1, learners must analyse how the current and changing roles, duties and responsibilities of holiday representatives contribute to the overall holiday experience. This can focus on the categories addressed for P1 and M1, or a broader range of representatives. Learners will need to draw on their findings for P1, P2, P3 and M1 when making an analysis. They must use analytical skills to show the contribution of representatives, for example in fulfilling the tour operator's legal obligations and meeting and exceeding customer expectations when carrying out specific duties. Learners must consider the role of the holiday representative in relation to their responsibilities to the customer, the organisation and to suppliers. Learners could illustrate their answers by giving examples of how resort representatives can impact on the holiday experience. An example of this could be an 18 – 30s resort representative putting more effort into preparing a lively welcome meeting so that they can encourage their guests to attend the planned excursions and entertainment. Many people who go on this type of holiday are expecting this to be available, rather than just being told about what is in the resort. They also expect their representatives to mix and organise the social aspects of their holiday and if they didn't do this, many guests would be disappointed. On the other hand, a ski representative would put effort into updating their information board with news of snow reports and lift closures as this is what these guests are expecting. It is expected that learners will include reference to changing working practices within their evidence for D1.

#### **P4 – P5 – M2 – M3 – D2**

For P4, learners must use social, customer service and selling skills to plan and deliver an arrival transfer speech and a welcome meeting to a group of holidaymakers, and make a sale to a holidaymaker. The transfer speech and welcome meeting can be simulated situations but should be to an audience. They must provide a welcome, be delivered in a friendly way, use appropriate language, be appropriate for specific types of customers, create rapport and provide all information required for the situation. Customer-service skills must be evident throughout, including good product knowledge and awareness of customer needs. Appropriate standards of dress should be evident.

The welcome meeting and transfer speech should adopt a planned and suitable structure and the content must be relevant to the audience. Amplified voice should be used for the transfer speech and natural voice for the welcome meeting; the pace and tone should be appropriate for listeners to absorb the information being given.

In the welcome meeting, learners may deal with queries, for example questions about excursions or the resort. Communication must be formal when giving important information to the group, but can be less formal when communicating directly with individuals. The welcome meeting must be supported by visual aids and appropriate body language should be demonstrated.

The welcome meeting must incorporate the promotion of excursions, but learners must separately sell at least one excursion to an individual or small group of customers. This can be evidenced by role plays between learners and must demonstrate selling skills, although at pass level there may be areas for improvement. Learners must identify the needs of the customer and match their excursions and other services to these needs. Within the role play, excursion features and benefits must be highlighted. Learners must attempt to close the sale and complete paperwork and make calculations using local currency.

Whilst undertaking the tasks for P4, it is likely that there will be room for improvement in relation to the provision of social, customer service and selling skills when delivering the transfer speech and welcome meeting and making the sale. However, to achieve M2 effective social, customer service and selling skills will have been demonstrated throughout.

For P5, learners must use social and customer service skills with different types of customers to deal with at least two different situations, one of which must be a complaint. These should be complex in their nature, eg a guest in need of medical assistance rather than a straightforward situation such as a guest needing directions to the beach. At this level there are likely to be some areas for improvement in the provision of social and customer service skills. Tutors will need to set up role plays to facilitate the achievement of P5. A complaint could include an overbooking where customers are changed to another property that does not have all the facilities booked. Examples of other types of situations could be dealing with a customer who has been mugged and needs help to cancel credit cards and obtain a new passport, or a customer who has had some property stolen and needs help to understand insurance requirements and complete the relevant documentation.

In all dealings learners must create rapport, provide a welcome, empathise, be helpful and friendly, use the appropriate choice of language and deal appropriately with different customers in relation to ages and needs (eg upset, confused, angry). When dealing with these situations appropriate documentation must be completed, including customer report forms. Customer-service skills must be evident including displaying appropriate product knowledge, identifying customer needs, dealing with queries, listening skills and complaint handling.

Whilst undertaking the tasks for P5 it is likely that there will be some room for improvement when dealing with a complaint and complex situations. However to achieve M3, learners must deal effectively with different customers in two complex situations and accurately complete all relevant documentation. All appropriate customer-service and social skills must be evident throughout. Learners must find solutions and be able to meet or exceed customer needs.

D2 is the culmination of producing a consistently high standard of evidence for P4, P5, M2 and M3. To achieve this criterion, learners must consistently project a confident, professional image when delivering the welcome meeting and transfer speech, making a sale and dealing with a complaint and customers in a complex situation. In terms of professionalism, appropriate dress should be worn, including name badges, and learners should have a smart appearance and project a professional company image in all verbal and written communications. All completed documentation should be accurate and appropriate; for example complaints should be documented to a standard appropriate to industry.

Any evidence submitted for criteria requiring the practical demonstration of skills must be supported by observation sheets signed by the assessor, explaining how and where specific criteria have been met. Range coverage for pass criteria should be clearly tracked and the evidence should clearly show how higher level criteria have been met. Some supporting evidence, for example photographs, noticeboards, peer evaluations, audio or DVD recordings etc, should be provided.

## 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, M1, D1	Assignment 1 So you want to be a Holiday Rep?	Participating in a training course for new holiday representatives	Display on the role, duties and responsibilities of different categories of representatives, including legal and health and safety  Comparison of role, duties and responsibilities of two representatives  Presentation on the contribution of representatives to the holiday experience
P4, P5, M2, M3, D2	Assignment 2 Skills in Action	Practical activities based on working as a representative to make a transfer speech, deliver a welcome meeting, make a sale and deal with customers in different situations	Making a transfer speech to a group of holidaymakers  Delivering a welcome meeting to a group of holidaymakers  Selling excursions to holidaymakers  Customer service situations – role plays to deal with a complaint and complex situations, and complete documentation

## 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
Understanding Customer Service in Travel and Tourism	Customer Service in Travel and Tourism
Developing Customer Service Skills in Travel and Tourism	Tour Operations
	Entertainment for Holidaymakers
	Working as a Children's Representative in Travel and Tourism

## Essential resources

Access to the internet will be essential for research. A working microphone is required for transfer activities and assessment. Examples of real documentation should be sourced to support practical activities.

### Employer engagement and vocational contexts

Presentations from the recruitment teams of major tour operators and talks from different categories of holiday representative will be useful.

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

- TT22 Contribute to supporting and developing colleagues
- TT24 Monitor and solve customer service problems
- TT38 Contribute to maintaining the quality of travel and tourism operations.

### Indicative reading for learners

#### Textbooks

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

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

Porter A – *So You Want to be a Holiday Rep? The In-depth Career Guide on How to Become a Holiday Representative* (Travelvocation, 2002) ISBN 9780953623211

#### Websites

Campsite representatives, eg

[www.canvasholidaysrecruitment.com](http://www.canvasholidaysrecruitment.com)

[www.holidaybreakjobs.com](http://www.holidaybreakjobs.com)

General websites, eg

[www.prospects.ac.uk/links/HolidayRep](http://www.prospects.ac.uk/links/HolidayRep)

[www.connexions-direct.com/JOBS4U](http://www.connexions-direct.com/JOBS4U)

Tour operator careers websites for property, transfer and children's representatives, eg

[www.thomascookvacancies.co.uk](http://www.thomascookvacancies.co.uk)

[www.tuicareers.co.uk/workingProcess](http://www.tuicareers.co.uk/workingProcess)

[www.firstchoice4jobs.co.uk](http://www.firstchoice4jobs.co.uk)

[www.olympicholidays.com/information/jobs](http://www.olympicholidays.com/information/jobs)

[www.club18-30.com/recruitment](http://www.club18-30.com/recruitment)

Ski representatives, eg

[www.jobsinwinter.co.uk](http://www.jobsinwinter.co.uk)

[www.pgl.co.uk/skijobs](http://www.pgl.co.uk/skijobs)

## 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 pass assessment criteria of this unit.

Skill	When learners are ...
<b>Reflective learners</b>	using social, customer service and selling skills to deliver an arrival transfer speech, a welcome meeting and make a sale [RL 5, RL 6] using social and customer service skills to deal with customers in different situations, completing appropriate documentation [RL 5, RL 6]

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 ...
<b>Team workers</b>	working in a team situation to deliver customer service
<b>Self-managers</b>	managing the assessment of the unit
<b>Effective participators</b>	delivering effective customer service

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using ICT as an integral part of providing customer service
Manage information storage to enable efficient retrieval	using ICT as an integral part of providing customer service
Follow and understand the need for safety and security practices	using ICT as an integral part of providing customer service
Troubleshoot	using ICT as an integral part of providing customer service
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	using ICT as an integral part of providing customer service
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	using ICT as an integral part of providing customer service
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records.</li> </ul>	using ICT as an integral part of providing customer service
Bring together information to suit content and purpose	using ICT as an integral part of providing customer service
Present information in ways that are fit for purpose and audience	using ICT as an integral part of providing customer service
Evaluate the selection and use of ICT tools and facilities used to present information	using ICT as an integral part of providing customer service
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	using social and customer service skills
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	completing appropriate documentation after using social and customer service skills to deal with customers in different situations