

# Unit 24: Airfares and Ticketing 1

<b>Unit code:</b>	<b>R/601/5423</b>
<b>QCF Level 2:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>80</b>

## ● Aim and purpose

The aim of this unit is to enable learners to construct a range of fares for different journeys/itineraries.

## ● Unit introduction

This unit has been collaboratively developed with other Awarding Organisations.

The unit enables learners to develop their skills in order to quote fares, interpret and issue air travel documentation and provide air travel information accurately and speedily to the standard required for those employed within business travel agencies and airline reservations. The unit provides opportunities for learners to develop their knowledge and skills to a level required by industry regulations as set by the International Air Transport Association (IATA). These skills are useful for other parts of the travel and tourism sector such as retail agents and tour operators.

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 IATA's 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 in dealing with airlines, providing information, quoting and constructing fares and issuing tickets. Therefore understanding and gaining knowledge of these global standards will provide prospective employees with a skill desirable by industry.

The first part of the unit will provide learners with the skills needed to provide air travellers with a range of information. This is followed by constructing and quoting a range of airfares from first class to economy, one way and return, for both adult and child passengers in accordance with relevant rules and restrictions. Learners will also develop the skills to complete tickets and understand ticketing procedures and abbreviations used by IATA within the ticketing process, whether in the form of manual, automated or e-ticketing. IATA also issues other documentation in conjunction with air tickets and the final part of the unit allows learners to develop the skills to issue and interpret this documentation when required.

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

## ● Learning outcomes

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

- 1 Know IATA codes
- 2 Know IATA areas
- 3 Understand IATA terms and definitions
- 4 Understand fare types
- 5 Be able to construct the most appropriate fares
- 6 Be able to construct basic fares using the mileage system
- 7 Be able to interpret air travel documentation
- 8 Know baggage allowances, taxes, fees and charges.

# Unit content

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## 1 Know IATA codes

*Codes:* IATA three letter-city/airport codes; airline designator codes; country codes; currency codes; aircraft codes; tax codes; flight routings

## 2 Know IATA areas

*Geographical areas:* traffic conference areas 1, 2 and 3; subareas of traffic conference areas 1, 2 and 3

## 3 Understand IATA terms and definitions

*Terms and definitions:* Global indicators (EH, WH, AP, TS and AT); stopovers; time (elapsed flying times, local times); flight schedules; minimum connecting times; pricing units; fare components; tickets, eg e-ticket, two coupon ticket, four coupon ticket, conjunction ticket

## 4 Understand fare types

*Normal fares:* fare classes F class/J/C class/Y class; fare types one way/return; mixed class; rules and restrictions eg validity, Maximum permitted mileage; fare basis codes eg Y, J, F

*Special fares:* fare types (Apex, Pex, Excursion); rules and restrictions eg deadlines, minimum and maximum stay; fares basis codes eg YAP, YEE6M

## 5 Be able to construct the most appropriate fares

*Fares:* most appropriate eg normal, special; calculate passenger discount eg child; infant; rules and restrictions

## 6 Be able to construct basic fares using the mileage system

*Normal fares:* one way; return; rules and restrictions

*Mileage system:* Maximum Permitted Mileage; Ticketed Point Mileages; Extra Mileage Allowances; Extra Mileage Surcharges; Neutral Unit of Conversion to local currency

*Format:* Fare construction box; Transitional Automated Ticket entry

## 7 Be able to interpret air travel documentation

*Tickets:* types, eg e-ticket, manual two coupon return, two coupon one way, four coupon, conjunction, linear formats, Off Premises Transitional Automated Ticket (OPTAT), Off Premises Automated Ticket and Boarding Pass (OPATB)

*Multi-purpose documentation:* Miscellaneous Charges Order (MCO); Multi-Purpose Document (MPD); Universal Credit Card Charge Form (UCCCF)

*Format:* forms of payment; terminology; information

## 8 Know baggage allowances, taxes, fees and charges

*Baggage allowances: free; excess*

*Charges: taxes; service charges*

## 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 IATA codes</p> <p><b>P2</b> encode and decode IATA codes [SM 1]</p>	<p><b>M1</b> provide accurate information to customers, communicating effectively face to face and in writing</p>	<p><b>D1</b> consistently select and construct fares, interpret and complete air travel documentation applying IATA principles accurately within a given timescale, reflecting the pressures and speed required by the industry.</p>
<p><b>P3</b> define IATA areas</p> <p><b>P4</b> define the IATA areas and sub-areas [SM 1]</p>		
<p><b>P5</b> explain IATA terms and definitions</p> <p><b>P6</b> explain what is meant by the term Global Indicators</p> <p><b>P7</b> recognise Global Indicators as EH Eastern Hemisphere; WH Western Hemisphere; AP Atlantic Pacific; TS Trans Siberian; AT Atlantic</p> <p><b>P8</b> define stopovers</p> <p><b>P9</b> define pricing units and fare components [SM 1]</p>		
<p><b>P10</b> identify and interpret rules for fare types</p> <p><b>P11</b> identify restrictions for fare types</p> <p><b>P12</b> interpret different fare basis codes</p> <p><b>P13</b> combine fares of more than one type/rule/airline [SM 1]</p>		

## Assessment and grading criteria

<p><b>P14</b> select the most appropriate fare type for a given itinerary using the appropriate reference material</p> <p><b>P15</b> explain the fare restrictions for the fare selected</p> <p><b>P16</b> determine and calculate passenger type discounts [SM 1]</p>	<p><b>M2</b> accurately select and construct fares for given itineraries producing tickets using appropriate IATA standards</p>	
<p><b>P17</b> construct normal fares for a given itinerary for a one way and return trip based on the following factors:</p> <ul style="list-style-type: none"> <li>• mileage system</li> <li>• neutral unit of construction (NUC)</li> <li>• rate of exchange (ROE)</li> <li>• rounding units</li> </ul> <p><b>P18</b> show fare constructions in an appropriate format [SM 1]</p>		
<p><b>P19</b> interpret documents used in air travel</p> <p><b>P20</b> explain different documents used in air travel</p> <p><b>P21</b> identify terminology used on documents</p> <p><b>P22</b> explain information displayed on documents</p> <p><b>P23</b> identify different payment methods [SM 1]</p>	<p><b>M3</b> accurately interpret and complete air travel documentation</p>	
<p><b>P24</b> identify free baggage allowances</p> <p><b>P25</b> identify excess baggage allowances</p> <p><b>P26</b> identify taxes, fees and charges [SM 1]</p>	<p><b>M4</b> accurately calculate baggage allowances, taxes, fees and charges for a range of 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.

<b>Key</b>	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

This unit allows learners to develop the practical skills and knowledge needed to meet the international standards in airfares and ticketing at Level 1 set by IATA. It is suggested that, initially, tutors clarify learners' understanding of charter, scheduled and budget airlines and ensure they are fully aware that IATA standards apply to scheduled airlines only and that while budget airlines do operate to a schedule they are ticketless, therefore many of the skills developed throughout this course would not be implemented by a budget airline. It is useful if learners have a good knowledge of worldwide geography and tutors should develop this knowledge together with the skills needed to use an atlas.

One approach to delivery could be to follow manuals published by a variety of IATA approved publishers, particularly as the unit is intended to equip learners with the skills needed to pass the Level 1 examinations. Publishers of IATA materials provide supporting materials, allowing learners to work at their own pace and recap on learning outside of lesson time. Alternatively, tutors could develop their own materials, using blank documents to set activities that replicate typical customer requirements.

It is recommended that coverage of IATA geography takes place at the start of the unit as learners will need to understand and have the ability to work in accordance with IATA geographical requirements. Tutors should then introduce manuals and timetables for use throughout the unit. It is suggested that the Passenger Air Tariff is used and that the tutor breaks this down into parts. Discussion of each part should take place, with learners encouraged to label their copy to allow them to access the information easily. Tutors should ensure that all learners are confident in using a timetable before assessment takes place. Delivery could involve learners using simpler timetables first, or timetables that they may deal with on a regular basis, such as bus or train timetables. Tutors should explain the timetable in the Passenger Air Tariff and allow learners to complete a range of exercises covering the unit content to develop their confidence in using the air tariff. The exercises could involve questions that cover a variety of the unit content at once, or set questions that cover requirements separately. These questions could be a set of written questions, or take different formats including emails, answerphone messages or role-play scenarios, allowing learners to develop the skills to access the higher criteria and making learning more stimulating by reflecting industry practice.

Learners are required to construct and quote a range of airfares to achieve learning outcomes 4, 5 and 6 in accordance with IATA standards. Tutors may also provide learners with the opportunity to complete manual tickets, allowing ticketing skills to be developed whilst quoting and constructing airfares. Completing manual tickets will provide learners with the skills needed to meet the IATA standards. Tutors should begin by introducing learners to normal fares covering the basic classes, and the rules and restrictions that apply to these fares. Tutors may follow this with issuing normal fare tickets, allowing learners to familiarise themselves with the different types of tickets and gain confidence in issuing normal tickets for a range of situations. Learners can then see the whole process and the relationship between rules, governing fares and their inclusion on a ticket. Tutors could identify all the different boxes on the ticket explaining the requirements of each. Tutors should provide learners with numerous exercises to allow learners to develop the skills and become confident in constructing and quoting fares and then issuing the tickets. Learners could do this by answering a series of questions posed either in writing or through role play. Tutors could then introduce special fares, it would be suggested to commence with Apex fares discussing in detail with learners the rules and restrictions associated with this fare type and only moving onto Pex fares and then excursion fares once learners are confident with the principles of the Apex fare. Learners should be provided with numerous examples of each to allow them to develop the skills needed to quote special fares. Tutors should provide learners with a range of scenarios allowing them to choose appropriate fares based on different travelling and booking requirements. Special fare ticket issuing should follow with tutors clearly identifying areas that need completing differently from normal fares.

Automated tickets have now, by and large, superseded manual tickets, information can appear differently. Learners need to be familiar with the linear format of fare calculations for automated tickets. Tutors should spend time clarifying the linear format on automated tickets for both normal and special fares. It is suggested that learners are given a number of exercises covering both one-way and return tickets for normal and special fares to check their understanding and ability to complete these in accordance with IATA standards. In addition to this, learners should feel confident in locating and identifying information on an automated ticket. Tutors should provide learners with automated ticket exercises that have missing information which the learners should complete. Learners may find validity boxes, linear formats and special fare rules difficult to grasp. Learners should be given lots of opportunities to develop their understanding of these concepts.

The mileage system is often difficult for learners to grasp, therefore learning outcome 6 needs to be broken down into parts with careful delivery of each part. Number skills are crucial in developing learners' ability to demonstrate that this learning objective has been achieved. It is suggested that neutral units of construction are covered first, allowing learners to become confident with conversions; tutors should provide learners with numerous exercises to develop their knowledge and skills. The next stage should be discussing the basics of the mileage system and why the mileage system exists. Tutors should start with one-way journeys that are within mileage and learners should be encouraged to check maximum permitted mileages for journeys and then calculate the ticket point mileage that the traveller will be undertaking. Once an understanding of one-way journeys has been achieved, tutors should move on to return journeys that are within mileage. Tutors should provide a detailed explanation of the mileage calculation process and again provide learners with numerous exercises. Movement to journeys that are over mileage should only be made once a good level of understanding has been achieved. Tutors should explain extra mileage allowances as a starting point and involve learners in locating extra mileage allowances for a range of scenarios. Extra mileage surcharges should follow with detailed explanation from the tutor followed by numerous exercises for the learners. Once learners are confident in dealing with extra mileage allowances and surcharges, tutors could provide learners with detailed scenarios that involve the learner checking mileage, quoting a fare and showing fare calculation in an appropriate format. It is suggested that this stage is followed by learners completing tickets. Learners may find the principles of the mileage system difficult to grasp and should be given lots of opportunities to develop their understanding of this concept.

It is essential that delivery of learning outcomes 4, 5 and 6 be undertaken in small blocks of learning, building towards achievement of the learning outcomes. As these learning outcomes require numerical skills, tutors should appreciate that many learners will find the concepts difficult to grasp. Therefore learners can often be at different stages of understanding and may require additional activities to develop these skills. It may be useful initially to undertake a number skills assessment to determine if some learners will need additional support to ensure they have the appropriate level of numeracy to cope with the demands of the unit.

In addition to tickets, IATA also issues other documentation, often in conjunction with air tickets, that learners need to be able to interpret to fully achieve outcome 7. Multi-purpose documentation needs careful explanation and it is suggested that tutors use a range of completed examples to support their explanations. Links between air tickets and multi-purpose documentation should be made, allowing learners to understand why they are issued. Tutors should provide learners with a range of exercises for different scenarios allowing learners to become confident in interpreting IATA multi-purpose documentation. It is also suggested that tutors provide learners with the opportunity to complete multi-purpose documentation to fully develop their skills and meet IATA standards.

Delivery and assessment should be ongoing throughout this unit with learners building up a portfolio of evidence for assessment of all the pass and merit criteria. All learning and assessment should lead towards the achievement of timed tests to reflect the pressures and speed required by the industry. Not all learners will be able to achieve a high level of accuracy during a timed test and not all learners, therefore, need to undertake the tests in order to achieve DI.

## 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
IATA geography – tutor input, learner exercises
Using manuals and timetables – tutor input, class discussion, learners to complete written exercises and undertake role plays
Role plays to achieve higher grading criteria
<b>Assignment 1A: Airfares and Ticketing – IATA codes, areas and terms and definitions (learners to put together their portfolio to cover P1 to P9, M1)</b>
Feedback on assessment
Normal Fares – tutor input, class discussion, class exercises, learners to complete exercises to quote fares and complete tickets
Special Fares – tutor input, class discussion, class exercises, learners to complete exercises to quote fares and complete tickets
Neutral units on construction – tutor input, class discussion, learners to complete exercises
The Mileage System – tutor input, class discussion, class exercises, learners to complete exercises
<b>Assignment 1B: Airfares and Ticketing – Understanding and Constructing Fares (learners to put together their portfolio to cover P10 to P18, (part P19 to P23), P24 to P26, M2 and M4)</b>
Feedback on assessment
Multi Purpose documentation – tutor input, class discussion, learners to complete exercises
<b>Assignment 1C: Airfares and Ticketing – Air Travel Documentation (learners to put together their portfolio to cover part P19 to P23, M3)</b>
Feedback on assessment
<b>Assignment 2: 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)</b>
Feedback on assessment and unit review

## Assessment

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. Practical and written exercises are available within airfares and ticketing training manuals which can provide a large part of the evidence required for this unit. Additional exercises set by tutors will be required to ensure full coverage of the unit content. These could take the form of written exercises, verbal questioning or role plays. In order to develop skills and confidence, the use of role plays is recommended to allow learners to develop their abilities to work to industry standards. If role plays are used, observation record sheets must be included within the learner evidence.

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. 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 1 examinations, so some minor inaccuracies may be tolerated at pass level.

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. The links are as follows: P1-P9 and M1; P10-P18 and M2; P19-P23 and M3; P24-P26 and M4; D1 link to all grading criteria. Where possible learners should be encouraged and given the opportunity to meet the relevant higher grades as they attempt the appropriate pass criteria.

Centres should design their assessment strategies to meet a range of individual needs and the local work environments. 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 develop over time the principles required to meet IATA standards. 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-P9 – M1**

In order to evidence P1, learners should provide a general description of why IATA uses a range of codes as part of their standards and describe the different codes as specified in the unit content. A description of what flight routings are should also be provided. To achieve P2, learners must demonstrate their ability to encode and decode the range of different codes; evidence must show learners' ability to deal with each code more than once. P3 and P4 require the learner to define each IATA traffic conference area and their relevant sub areas. In order to achieve P5, P6, P7, P8 and P9, learners need to explain what each of the terms specified in the unit content are. For example, elapsed flying time is the length of time the aircraft is in the air and is calculated from the departure and arrival times as shown in the flight schedule. As flight schedules show local times, then conversion to the same time zone is needed to calculate the elapsed flying time. In addition to this, learners should provide more than one practical example of each of the terms and definitions to demonstrate their abilities and understanding. To achieve a pass grade some inaccuracies are allowed; however the assessor should not allow more than three mistakes in total for this criterion. Evidence can be in written format or by oral questioning, with appropriate records justifying achievement signed and dated by learners and tutors.

For M1, learners should be more confident, efficient and accurate in using the manuals and completing the evidence required independently and with no mistakes. At this level learners must also provide evidence of dealing with customers face to face; this could allow a large percentage of the unit content to be covered within one exercise. Assessors should note that learners often find role-play situations difficult to start with and therefore practice is recommended to allow learners the opportunity to access the higher grades. When taking part in practical assessment such as role-plays evidence should be supported by observation sheets signed and dated by the assessor detailing how and why learners have achieved individual criterion.

## **P10-P18 – M2**

Learning outcomes 4, 5 and 6 require learners to identify, interpret and construct a range of airfares and these outcomes are linked. For P10, P11 and P12, learners must provide evidence that they can identify and interpret a range of both normal and special fares and their relevant rules and restrictions as detailed within the unit content. As P14 to P18 requires learners to select and construct fares, learners could evidence some or all of P10, P11 and P12 at the same time and through the same tasks. Evidence must be cross referenced accordingly. Tutors should provide learners with a range of exercises to identify and interpret rules and restrictions and fare basis codes for the range of fare types as specified in the unit content.

To achieve P13, P14 and P16, learners must provide evidence of their ability to combine fares and select the most appropriate fare for given scenarios. Three scenarios should be provided as a minimum to cover the range for P13, P14, P15 and P16. It is suggested that the first scenario should be for a special fare and include the calculation of rebated fares for an adult, a child and an infant passenger. This will achieve P16 and provide some evidence for P14. It is suggested that the second scenario requires learners to calculate a normal mixed class fare for a return journey and this will achieve P13. The third scenario should be for a special fare different than that used for P16. It is recommended that learners' evidence should also include completed tickets to meet IATA standards. Tutors could devise a worksheet; alternatively worksheets are provided within IATA training materials and will allow assessment to take place and cover the criteria. To achieve P15, learners must include an explanation of the fare restrictions for the fare chosen for P14 and this can be in a written format or presented orally as if providing a customer with information. Appropriate recording documentation should be signed and dated by the tutor and the learner, justifying the achievement of P15.

In order to achieve P17, learners should be provided with two scenarios, one for a one-way and one for a return journey that allows them to demonstrate their ability to select a fare, check mileage requirements, apply extra mileage allowances, apply extra mileage surcharges, and convert neutral units of construction into local currency. It is recommended that learners must also complete appropriate tickets, including e-tickets, for each scenario which should be provided as evidence. Additionally, for P18, learners should complete fare calculation boxes and TAT entry boxes demonstrating evidence of the learner's ability to write in linear format. This could be evidenced without learners having to complete full tickets and could be linked to mileage to show evidence of a range of different TAT entry formats. Tutors could devise a worksheet; alternatively fare construction worksheets are provided within IATA training materials and will allow assessment of fare construction and the principles of the mileage system to take place and cover the criteria. Some inaccuracies when applying the principles of the mileage system should be allowed at pass level. However, it is suggested that no more than one mistake per exercise/ticket is allowed.

To achieve M2, learners' evidence for P14 to P18 must be accurate and meet the requirements of each scenario and tickets must be accurately completed to IATA standards.

## **P19-P23 – M3**

To achieve P19, P21 and P23, learners must interpret and explain a range of air travel documents, including MCO, MPD and UCCCF. Learners could be given exercises where they interpret and identify information and terminology on these documents. Learners could evidence achievement by completing multi-purpose documentation, including at least one MCO, one MPD and one UCCCF. Completion of these can be through individual exercises or linked to air tickets that the learners have issued already to allow them to gain insight into why they are issued; this evidence can lead towards that required for M3. To achieve P20 and P22, learners are required to explain each of the documents stating what they are, the information they contain and why they are used by IATA. Evidence can be in written format or by oral questioning with appropriate records justifying achievement signed and dated by learners and tutors.

To achieve M3, learners should accurately interpret and complete a range of air travel documentation and this can be achieved through the same tasks as those for P19, P21 and P23.

## P24-P26 – M4

The learners' evidence for P24 to P26 requires them to identify free baggage allowance, excess baggage allowances and taxes, fees and charges. As learners have previously been required to interpret and complete air tickets it is suggested that the evidence required to achieve this outcome is obtained through these exercises and is referenced accordingly with correct grading criteria.

To achieve M4, learners' evidence for P24 to P26 should be accurate and include complex calculations across a range of scenarios.

## D1

The evidence for D1 should contain references to P1 through to P26, and be a progression from M1, M2, M3 and M4. To achieve D1, learners should be able to work independently using appropriate resources and references with ease, needing no support or prompting from the tutor. Learners must demonstrate a high level of ability, accuracy and understanding and be able 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 principles 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 and M1	<b>Assignment 1A: Portfolio of evidence – IATA codes, areas, terms and conditions</b>		
P10, P11, P12, P13, P14, P15, P16, P17, P18 (part P19, P20, P21, P22, P23)	<b>Assignment 1B: Portfolio of evidence – Understanding and Constructing Fares</b>	As part of a job application process you have been asked to submit evidence of your understanding and ability to deal with airfares and ticketing	Completion of exercises and role plays
P24, P25, P26 and M2 and M4			
(part P19, P20, P21, P22, P23) M3	<b>Assignment 1C: Portfolio of evidence – Air Travel Documentation</b>		
D1	<b>Assignment 2: Meeting IATA standards.</b>	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	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 *Business Travel Operations* should be utilised for this unit.

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

- TT27 Sell multi-sector air travel.

### Indicative reading for learners

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

### Website

International Air Transport Association

[www.iata.org.uk](http://www.iata.org.uk)

## 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	selecting appropriate information from the Passenger Air Tariff Manual, constructing and quoting normal, special and rebated fares, completing tickets and documentation legibly for a range of fares using appropriate IATA standards [SM 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	carrying out the assessment tasks for the unit

## Functional Skills – Level 2

Skill	When learners are ...
<b>Mathematics</b>	
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
<b>English</b>	
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