

Unit 6: Preparing for Employment in Travel and Tourism

Unit code:	J/600/9490
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit will develop learners' knowledge about career opportunities in travel and tourism, and the stages of recruitment and selection. Learners will develop skills in applying for employment, and understanding of the factors that motivate employees and contribute to a positive working environment.

● Unit introduction

With a wide variety of jobs on offer, the travel and tourism sector is well placed for providing interesting and challenging career opportunities.

In this unit learners will investigate a selection of the career options available in different industries within the travel and tourism sector. The entry requirements, roles and responsibilities for specific jobs will be explored and career progression routes will be investigated. Learners will reflect on their own skills, attributes, experience, qualifications and achievements, acknowledging development and training needs to meet specific career aspirations.

Competition for some jobs can be fierce and learners will need to be well prepared to create a positive impact during the different stages of recruitment. The unit will introduce learners to the typical recruitment and selection process, examining the different stages from the perspective of both employer and applicant. Personal skills will be developed, enabling learners to project themselves positively from the early stages of making job applications through to demonstrating effective interview techniques.

Working practices will be examined to help learners appreciate the factors that motivate employees and contribute to an effective workplace, and also the importance of creating a positive working environment.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about career opportunities in the travel and tourism sector
- 2 Know the stages of recruitment and selection in travel and tourism
- 3 Be able to prepare for application for employment in the travel and tourism sector
- 4 Understand the factors that contribute to an effective workplace.

Unit content

1 Know about career opportunities in the travel and tourism sector

Travel and tourism sector: in different types of organisations eg retail travel, tour operations, airports, airlines, accommodation, visitor attractions, cruise

Jobs: job title; job role; main duties and responsibilities

Entry requirements: qualifications; skills; personal qualities; experience; other factors eg location, Criminal Record Bureau disclosures for working with children, driving licence

Progression: opportunities for promotion and progression; training; further and higher education

Factors to consider: eg seasonality, temporary, fixed-term contracts, working hours, level of pay, job perks

2 Know the stages of recruitment and selection in travel and tourism

Organisation: identifying company needs; job descriptions; person specifications; advertising; road shows; recruitment agencies; short listing applicants; organising and conducting interviews (telephone, group, individual); psychometric testing; offers of employment; contracts; induction; good practices from the perspective of the recruiting organisation eg interview technique, interview preparations, equal opportunities, communications

Applicant: researching opportunities; producing a CV; speculative enquiries; responding to advertisements; completing application forms; preparing for interviews; attending interviews; responding to job offers; references: good practices from the perspective of the applicant eg quality and content of CV, letter and application form, preparation for interview, responses to questions

3 Be able to prepare for application for employment in the travel and tourism sector

Personal skills audit: personal qualities; skills; experience; qualifications; achievements

Applying for work: research; CV; application forms (written, online); letters of application; personal statements

Interview skills: advance preparation; company knowledge; telephone screening; attending interviews (individual, group); tests eg numerical, travel geography; personal presentation; projecting a positive image; body language; responding to and asking questions; attitude; time management

4 Understand the factors that contribute to an effective workplace

Working environment: location; working conditions; hours of work; health and safety; equipment; resources; theorists eg Maslow, Herzberg; social events; impact on motivation

Incentives: remuneration; performance-related pay; incentive schemes eg commission, bonuses; discounts; holiday entitlement; pension schemes; perks eg company cars, free meals, uniform provided; opportunities for promotion and progression; impact on motivation

Working relationships: management style; teamwork eg Belbin; job roles and lines of responsibility; channels of communication; equal opportunities eg equal pay, legislative requirements; grievance and disciplinary procedures; Investors in People; 'buddies' and mentoring; job security; impact on motivation

Training: induction; training opportunities; appraisals; impact on motivation

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 career opportunities within different industries in the travel and tourism sector</p> <p>P2 describe the roles and responsibilities, entry requirements and progression routes for two jobs in travel and tourism</p>	<p>M1 compare two jobs in the travel and tourism sector</p>	
<p>P3 describe the stages of the recruitment and selection process, identifying good practices</p> <p>P4 produce a personal skills audit in preparation for employment [RL 1]</p> <p>P5 participate fully in the recruitment and selection process</p>	<p>M2 demonstrate suitability for employment through job application and interview skills during different stages of the recruitment and selection process</p>	<p>D1 consistently present a positive impression in the different stages of the recruitment and selection process</p>
<p>P6 explain the factors that contribute to an effective workplace in travel and tourism organisations.</p>	<p>M3 review how different travel and tourism organisations motivate staff in the workplace.</p>	<p>D2 analyse the factors that contribute to an effective workplace, highlighting good practice from different travel and tourism organisations.</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

It is recommended that this unit is delivered during the second year of the programme, by which time learners will have had the opportunity to investigate a variety of industries in the travel and tourism sector. They will have developed a good understanding of job roles within different industries and an awareness of some of the opportunities for employment

Many learners will have experienced the products and services provided by different types of organisations, for example when taking package holidays overseas or visiting theme parks and attractions. This should help them to contribute freely to initial discussions about specific job roles and possible careers in travel and tourism. The distinction should be made between specific jobs and a career, so that learners can appreciate how careers are built up over time, taking advantage of opportunities for promotion and progression from one job or company to another.

Group work can be useful for investigating careers within different industries in the sector, with each group taking a different industry and researching the range of job opportunities it offers. Research could include websites, recruitment pages in the trade press, recruitment packs and careers guides. Groups could produce a display of career opportunities in the travel and tourism sector, identifying opportunities for promotion and progression.

Job advertisements in the trade press and websites can be a good source of information about the entry requirements, roles and responsibilities of specific jobs. Learners might identify that additional training or education are necessary for certain positions in the travel and tourism sector and should investigate the various options available, supported by tutor input on travel qualifications and continuing further and higher education. From a personal development perspective, this would provide a good opportunity for all learners to investigate what higher education has to offer in order that they can make an informed decision about whether this is a route they might want to take in the future.

Class discussions can be useful to identify some of the issues associated with working in particular jobs within travel and tourism, for example the seasonality of working as a holiday representative and the rosters associated with working as cabin crew. Learners will also benefit from having guest speakers from industry talk about their experiences of finding employment and working in the industry.

Producing a mind map is a useful starting point for developing a personal skills audit. Personal skills, attributes, achievements, qualifications and experience should all be incorporated. Learners should consider how these skills, attributes, achievements, qualifications and experience have been acquired and how they will be relevant for the workplace. Learners should also be encouraged to make a realistic appraisal of their development needs for specific job roles. Discussion with a friend or family member can help to identify particular strengths and weaknesses.

The recruitment and selection process could be portrayed visually in the form of a flow chart that can be built up by learners working in two groups: one group identifying the activities carried out by the recruiting organisation as part of the recruitment and selection process; the second group identifying the activities carried out by the job seeker. The two flow charts could be examined side by side, supported by tutor amplification, to show how and when the two sides interact. Good practices should be discussed.

Learners will need to project a positive image at every stage of the recruitment process. Practice time should be allowed for completing CVs, letters of application, application forms and personal statements. Content, format, style, business conventions and minimum standards should be explored. Examination and comparison of both poor and high quality applications can be useful in order to reinforce delivery.

Best practice covering preparation, appearance and interview techniques can be developed through class discussions. Practical sessions should be used to encourage the development of telephone, one-to-one and group interview skills and to identify good and bad practices. Role plays (taking it in turn to play interviewer and interviewee) can be useful, particularly when observed by other members of the group. In preparation for group interviews, involvement in group work (for example, problem-solving activities and discussions) would be useful, together with practise in making individual, timed presentations to a group. Sampled tests may be sourced from travel organisations and learners will benefit from carrying these out under time constraints. Tutors should keep up to date with current sector standards and practice in relation to the application and the interview process.

The main factors that contribute to an effective workplace, ie working environment, working relationships, incentives and training, can be introduced by a brainstorming session to identify what motivates people at work. Within these categories, a wide range of more specific factors could be highlighted. Tutors should also introduce learners to some of the work of theorists such as Maslow and Herzberg and learners may be able to apply these theories to their part-time employment. Work placements, visits to organisations and talks from guest speakers will enable learners to make comparisons between different organisations. Knowledge of current working practices in different organisations will be necessary for the achievement of higher grades, therefore materials for suitable case studies should be developed.

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
Identifying career aspirations
Identification of different industries
Group work to research careers in different industries including entry and progression routes
Feedback to class
Individual research into career opportunities in three industries
Assignment 1: Part A Career Opportunities (P1)
Providing feedback on assessment
Guest speaker to talk about careers or specific jobs
Q & A
Discussion on jobs in travel, special considerations
DVD
Individual research into two jobs
Assignment 1: Part B Career Opportunities (P2, M1)
Providing feedback on assessment.

Topic and suggested assignments/activities and/assessment

Group work to identify stages of the recruitment and selection process from the employer and employee's perspective

Research into web-based applications, job advertisements etc

Identification of good practice by employers

Dos and don'ts in the job application process – letters, CVs and application forms

Review of poor examples

How to produce a personal statement

Producing a checklist for preparation for interview

Producing guidelines for interview technique

Assignment 2: Part A Winning that Job! (P3)

Feedback on assessment

Mind map to review skills, personal qualities, experience, qualifications

Devising a format for personal skills audit

Assignment 2: Part B Winning that Job! (P4)

Feedback on assessment

Practical formative tasks to write a letter of application, compile a CV, complete an online and paper-based application form and produce a personal statement

Formative review

Company research worksheet

Completing a sample test – peer assessment

DVD on interview skills.

Producing responses to typical interview questions

Role play interviews as interviewee, interviewer, observer

Formative review

Activities for group interviews – team tasks, eg logic activities, consensus decisions, presentations

Evaluate performance

Assignment 2: Part C Winning that Job! (P5, M2, D1)

Providing feedback on assessment

Introduction to Maslow and Herzberg – discussion, highlighting personal experiences

Group work to determine impact of working conditions on motivation

Guest speaker to talk about working practices in their organisation

Discussion, Q & A

Paired or small group research into incentives provided by different industries in travel and tourism

Share and discuss findings

Case studies on management styles and impact on motivation

Introduction to Belbin's team types and Belbin test

Discussion to apply this to travel and tourism contexts

Group work to apply team roles, lines of responsibility and channels of communication to different travel and tourism scenarios

Topic and suggested assignments/activities and/assessment
Tutor input into equal opportunities, grievance and disciplinary procedures and impact on motivation Individual worksheets to apply these in travel and tourism contexts
Individual research into Investors in People Discussion on relevance to motivation in the workplace
Tutor input on buddies, mentoring, induction, training and appraisals Research into training opportunities in different organisations Discussion on relevance to motivation
Visit to travel and tourism organisation to see working practices in action Compete worksheet Q & A
Discussion to review working practices following visit and guest speaker. Identification of good practices
Assignment 3: Working Practices (P6, 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 and M1; P3, P4, P5, M2 and D1; P6, M3 and D2. Where possible learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities 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 – M1

For P1, learners must describe career opportunities for a minimum of three component industries in the travel and tourism sector, for example travel agents, UK tour operations, airlines, cruising and visitor attractions. The evidence could be presented in the form of a careers leaflet, display or oral presentation, with clear identification of career opportunities through promotion and progression routes. P1 is about careers within each of the industries, not just one job role, enabling learners to show how careers are built up over time, taking advantage of opportunities for promotion and progression from one job or company to another. While research can be carried out in groups, the evidence presented must be individually produced. Detailed observation records must be completed to support presentations, showing how learners have individually met criteria.

For P2, a fact file or information sheet could be devised to then describe two specific jobs in detail. This should be a comprehensive description, giving the job title, role, main duties and responsibilities, entry requirements and progression opportunities covering the full range. Learners could design their own job descriptions and person specifications, but must not present as evidence copies that have been provided by travel and tourism organisations. Specific factors affecting those jobs, such as seasonality, must be clearly indicated. The two jobs selected could be within the same or different component industries and these could be the ones selected for P1. It is recommended that in terms of career development, it would be useful for learners to select two jobs that are of personal interest to them and that they might aspire to in the future.

M1 follows on naturally from P2, requiring learners to make a comparison of two jobs of their choice, including duties and responsibilities, entry requirements and opportunities for promotion and progression. Learners should clearly state how and why the two jobs are different and how they are similar. It is recommended that learners should select jobs that they aspire to.

P3 – P4 – P5 – M2 – D1

P3 requires learners to describe the recruitment and selection process from the perspective of both the prospective employer and the applicant. All stages must be fully described and good practices identified, for example how to complete an application form, how to lay out a CV etc, therefore a simple flow chart would not provide sufficient evidence at this level.

For P4, learners' detailed personal skills audit should be presented as evidence. This must include an accurate review of personal qualities, skills, experience, achievements and qualifications, together with supporting evidence to show how they have been acquired or utilised. For example, if learners claim to have customer service skills, there should be evidence to show how these skills have been acquired and used, eg in part-time employment. The audit can be presented in any suitable format, for example in a detailed table or as a simple written review.

Practical evidence of applying for work and participating in a job interview is required for P5; this must include an up-to-date CV and a fully completed application form, supported by a correctly formatted letter of application, for a specific job in the travel and tourism sector. These must be of a standard that would project a positive image in terms of content, language, design and accuracy. It is good practice to use a generic application form provided by a travel and tourism organisation and learners must follow any specific instructions, for example writing in black ink or capitals. Forms should not be too simple in design and should include opportunities for expanded responses, rather than ticking boxes. Ideally all learners should use the same application form for standardisation purposes. Many organisations now have online application forms and these can be utilised, but copies or screen shots must be produced for evidence.

Further evidence of positive participation in a real or simulated individual or group interview is required for P5. It is not essential for both types of interview to form part of the assessment, although participation in both would be good practice for learners. This must be supported by a detailed observation record specifying how the range has been met in terms of company knowledge, personal presentation and body language. Individual interviews should be further supported by a record of interview questions and responses, while group interviews would be supported by evidence of group activities, presentations etc.

For M2, learners must show their suitability for employment by demonstrating good practice during the different stages of the recruitment and selection process. There may still be areas for improvement, for example being more confident or providing more detail in some of the written or verbal responses. However, the overall performance will have shown that the applicant would be suitable for employment.

To achieve D1, learners will show that they have been able to promote themselves positively throughout all stages of the recruitment and selection process. This means evidence of a well executed letter of application, a detailed and professional looking CV and detailed positive responses to questions in an application form, all completed to high standards of accuracy. Participation in the interview situation will have been positive and of a standard likely to bring success in the selection process. The evidence will be consistent with no major areas of improvement.

Practical interview activities must be supported by detailed observation records for P5, M2 and D1, documenting exactly how the specific criteria have been met.

P6 – M3 – D2

For P6, learners are required to explain the factors that contribute to an effective workplace. Evidence could be in the form of an article, report or presentation and should include an explanation of factors, including the full content detailed under working environment, working relationships, incentives and training. Links should be made to the travel and tourism sector, but this can be in general, rather than specific terms, for example relating teamwork to the role of cabin crew or holiday representatives, rather than named organisations.

M3 follows on naturally from P6 with a review of how travel and tourism organisations motivate their staff in the workplace. At least two named organisations would be adequate for M3. Learners should choose organisations that give good scope for review.

Finally for D2, learners must analyse the factors that contribute to an effective workplace. The relative importance of different factors should be explored and specific examples of good practice must be cited; this does not have to be restricted to the two organisations reviewed for M3 and could include topical initiatives and new approaches being trialled by organisations. The analysis could also consider how organisations successfully counter some of the issues relating to employment in the travel and tourism industry, for example long hours, poor pay and seasonality.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the 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, M1	Assignment 1: Career Opportunities	Working for a travel and tourism recruitment consultancy to produce a display on careers and jobs in travel	Careers in travel display (careers and two jobs)
P3, P4, P5, M2, D1	Assignment 2: Winning that Job!	Working for a travel and tourism recruitment consultancy to produce guidelines for recruitment and success in the selection process Planning a career change: applying for a job in travel and tourism	Booklet on the recruitment and selection process and guidelines for success. Personal skills audit. Practical skills: producing CV and letter of application, completing an application form, participating in an individual or group interview
P6, M3, D2	Assignment 3: Working Practices	Recruitment consultancy research project into working practices of travel and tourism organisations	Report on factors contributing to an effective workplace

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
Interpersonal Skills for Holiday Representatives	Investigating the Travel and Tourism Sector
Exploring UK Travel Agency Operations	Investigating the Cruise Industry
	Tour Operations
	Working as a Holiday Representative
	Entertainment for Holidaymakers
	Work Experience in the Travel and Tourism Sector
	Handling Air Passengers
	Working as a Children's Representative in Travel and Tourism

Essential resources

Access to the internet will be essential for research. Real application forms from industry should be used for assessment.

Employer engagement and vocational contexts

Visits to employers will be invaluable to find out about different working environments. Guest speakers will also be a useful resource to talk to learners about career opportunities.

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

- TT22 Contribute to supporting and developing colleagues.

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

Reilly-Collins V – *Careers and Jobs In Travel and Tourism* (Kogan Page, 2004) ISBN 9780749442057

Reilly-Collins V – *Working in Tourism: The UK, Europe and Beyond* (Vacation Work; 2004) ISBN 9781854583116

Journals

Travel Trade Gazette

Travel Weekly

Websites

Employer careers, eg

www.cruiseshiprecruitment.co.uk

www.disney.go.com/disneycareers/.../pro_recruitment

www.jobs.jet2.com

www.jobsinevents.com

www.marriott.co.uk/careers/College

www.thomascookvacancies.co.uk

www.tuicareers.co.uk/workingProcess

www.virgintrainscareers.co.uk

General, eg

www.careerintravel.co.uk

www.connexions-direct.com/JOBS4U

www.prospects.ac.uk/links/

www.springboarduk.net

CV and job applications, eg

www.businessballs.com

www.cvtips.com

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 ...
Reflective learners	producing a personal skills audit in preparation for employment [RL 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	researching career opportunities in the travel and tourism sector
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning the assessment of the unit
Manage information storage to enable efficient retrieval	storing information about career opportunities in the travel and tourism sector
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	researching career opportunities in the travel and tourism sector
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching career opportunities in the travel and tourism sector
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 information about career opportunities in the travel and tourism sector
Bring together information to suit content and purpose	presenting information about career opportunities in the travel and tourism sector
Present information in ways that are fit for purpose and audience	presenting information about career opportunities in the travel and tourism sector
Evaluate the selection and use of ICT tools and facilities used to present information	presenting information about career opportunities in the travel and tourism sector
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing career opportunities in the travel and tourism sector

Skill	When learners are ...
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching career opportunities in the travel and tourism sector
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	presenting information about career opportunities in the travel and tourism sector