

Unit 8: Long-haul Travel Destinations

| | |
|-------------------------------|----------------------|
| Unit code: | Y/600/9493 |
| QCF Level 3: | BTEC National |
| Credit value: | 10 |
| Guided learning hours: | 60 |

● Aim and purpose

The focus of this unit is for learners to gain knowledge and understanding of long-haul travel destinations. They will develop skills in locating major long-haul destinations, as well as the skills needed to plan a multi-centre long-haul tour.

● Unit introduction

There has been a dramatic increase in the popularity of long-haul destinations in recent years. Long-haul destinations offer many contrasts, from vibrant cities such as Sydney to tropical islands with stunning beaches like the Seychelles; from areas with unique landscapes like the Grand Canyon to destinations rich in culture and traditions such as Beijing. In addition, there are destinations like Orlando offering a wide range of activities and attractions to suit many types of visitors.

Where long-haul destinations are located is extremely important. Knowing the location of major long-haul destinations is a useful skill in many organisations within the travel and tourism sector, including airlines, tour operators and travel agencies. The types of visitor and their characteristics can be linked closely to different long-haul destinations. The different motivating factors and holiday types are explored in this unit by considering a variety of long-haul travel destinations and investigating the reasons for their popularity with different types of visitor.

Travel to long-haul travel destinations is often influenced by external factors and learners will explore the impact of factors such as health restrictions, travelling times and international conflicts on the long-haul market.

Learners will research one destination in depth, examining all of the features which make it appealing to visitors including accessibility, facilities and attractions.

Tours are a popular way for visitors to experience variety and contrasts within long-haul countries and learners will construct an itinerary for a multi-centre long-haul tour.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to locate major long-haul destinations of the world
- 2 Know the types of holidays offered within long-haul destinations that meet different visitor motivations
- 3 Understand how factors can affect travel to long-haul destinations
- 4 Know the features and facilities that contribute to the appeal of long-haul destinations for different types of visitors
- 5 Be able to plan a long-haul tour.

Unit content

1 Be able to locate major long-haul destinations of the world

Definition of long-haul: by flight time

Destination type: cities; coastal/beach; purpose-built; natural; historical/cultural

Destination range: in different continents (Asia, North America, South America, Africa, Australasia)

2 Know the types of holidays offered within long-haul destinations that meet different visitor motivations

Destinations: cities; coastal/beach; purpose-built; natural; historical/cultural

Holiday type: short break; single-centre; twin or multi-centre; cruise; touring

Visitor motivation (from the UK): relaxation; special occasion eg weddings and honeymoons; activities eg trekking, diving, skiing; attractions/entertainment eg theme parks, gambling; culture and history; natural world eg safari; other eg media influences, image, shopping, health tourism, volunteering, education, sport, visiting friends and relatives (VFR)

3 Understand how factors can affect travel to long-haul destinations

Travel factors: time zones; length of flight; seasonality; extreme climatic conditions eg monsoons, hurricanes; entry requirements eg visas, vaccination certificates; travel restrictions eg international conflicts, Foreign and Commonwealth Office (FCO) advice; safety eg crime, unrest; health issues eg prevalence of disease, HIV, pandemics; social situations eg poverty, exploitation

Effect on travel for UK visitors: eg disinclination to travel, cancellations, restricted travel, health implications, jet lag

4 Know the features and facilities that contribute to the appeal of long-haul destinations for different types of visitors

Accessibility: methods of transport eg air, cruise; availability and frequency; travelling time; cost; suitability for the traveller eg classes available, facilities provided; convenience eg direct flights

Attractions: natural eg mountains, beaches, lakes; built eg theme parks, historical buildings, monuments, art galleries; events eg carnivals, sports, music; shopping eg markets, famous stores; cultural eg religion, traditions

Destination facilities: local transport; accommodation (range, cost); other eg sport, entertainment, food and drink

Climate: positive features eg sun, snow; negative features eg humidity, extreme weather

Types of visitors (from the UK): leisure eg families, couples, gap-year travellers, VFR; business; other eg educational, medical, volunteers

5 Be able to plan a long-haul tour

Travel: transport options eg air, rail, coach, self-drive; distance considerations; choice of providers; travel times; classes of travel

Accommodation: choices eg motels, hotels, campervans, ship/boat; facilities eg catered, self-catering

Visitor profile: from the UK; visitor type eg families, couples, group; budget eg economy, luxury; motivation eg culture, activities, education; restrictions eg time, transport preferences, specific needs, medical

Tour itinerary content: client details; check-in details; flight or service numbers; flight duration; transport operator eg airline; transport type eg aircraft, class of travel; departure and arrival in local time; intermediate stops; transfer details; additional services eg car hire, pre-bookable excursions and trips; accommodation details eg address, contact details, room type; passport, visa and health requirements; activities available eg sightseeing, sport, shopping, events; procedure and terms for alterations to booking

Reference sources: printed materials eg brochures, guidebooks, gazetteers; electronic eg websites, CD ROMs

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 locate major long-haul tourist destinations in different continents</p> <p>P2 outline different types of holidays available in long-haul destinations that meet specific UK visitor motivations</p> | | |
| <p>P3 explain how factors affect travel to long-haul destinations</p> | <p>M1 review how travel factors affect travel to selected long-haul destinations</p> | <p>D1 analyse the impact of travel factors on selected long-haul destinations</p> |
| <p>P4 describe features and facilities that contribute to the appeal of a selected long-haul destination for different types of visitors from the UK</p> | <p>M2 assess the significance of different features and facilities on the appeal of a selected long-haul destination for different types of visitors from the UK</p> | <p>D2 evaluate how the selected destination has capitalised on its features and developed its facilities to attract different types of visitors from the UK.</p> |
| <p>P5 plan a multi-centre long-haul tour to meet a given UK visitor profile, showing sources used [CT 1].</p> | <p>M3 independently plan a detailed multi-centre tour, clearly justifying selections for the specified visitor profile.</p> | |

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

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

Essential guidance for tutors

Delivery

This unit gives learners an understanding of the location, range and nature of a variety of long-haul travel destinations. They will research in depth the features of one destination to link its facilities and accessibility to its customer types. They will also plan a tour in a long-haul country or area, which will be suitable for a particular visitor profile.

Map work will be an essential part of the introduction to this unit, enabling learners to become familiar with the location of major long-haul destinations of the world. Maps to show the location of specific destination types can be completed using atlases and holiday brochures.

Learners will need to be aware of the many different resources available to research long-haul travel destinations. Although the internet is a valuable source of information, learners should be encouraged to also use written publications such as atlases, holiday brochures, guidebooks, trade and national press travel supplements. They should know how to produce a bibliography, listing all their research sources, including websites, and how to reference these sources. This would be more useful if taught at the beginning of the unit and supported by a handout of suggested reference material and details of how a bibliography is produced.

Videos and DVDs of TV programmes about holiday destinations give valuable information on destination types, holiday types and features. These can be specially produced by a destination, for example Walt Disney World, Florida, or those available on terrestrial or Sky television, such as the BBC's *Holiday* or programmes on the travel channels. Discussions can be stimulated by these programmes and linked to potential visitor types, motivations and travel factors. Increasingly the websites of long-haul tour operators feature online destination guides.

Travel factors, such as time zones, could be linked with the map work and calculation of actual journey times, and an assessment of how this will influence the traveller, will need to be researched, using real examples of both westward and eastward travel. There are many internet sites that provide advice for travellers, one of these being www.fco.gov.uk, and different aspects such as travel advice, restrictions, visa regulations and health precautions can all be researched.

Analysis of climate statistics from sources such as the *World Travel Guide* can be used to identify the best and worst times to travel to a range of worldwide destinations. A range of graphs could be compared to identify contrasts in climatic conditions between destinations. The impact of extreme climatic conditions should be discussed to acknowledge how these can influence destination choice.

Group research and presentations can be used to enable peer learning to take place, and to increase knowledge of a wider range of destinations. Presentations could take the form of a welcome meeting speech or introduction to a promotional evening.

It is important when considering accessibility that airline timetables, websites and up-to-date brochures are used; the edition and date of these sources used should be indicated in the bibliography. Tutors could arrange visits to travel exhibitions to collect material.

Examination of the facilities offered by different airlines, for example comparing the variation in service for the different classes of travel, could be completed as a small group activity, and findings presented to the rest of the class as a factsheet.

In addition to videos and DVDs, guidebooks, brochures and travel guides are an invaluable resource in identifying the features of a destination.

Guest speakers can give first-hand information on destinations. They could be friends or relatives of the learners or staff from specialist tour operators or travel agents. Presentations and question-and-answer sessions can enable learners to determine appeal features and their relationship with a range of different tourist types. Learners, their families or guest speakers who have visited the destinations can also comment on the appeal and customer types they have observed within the destination itself.

Data and statistics relating to visitor numbers are not always easy to find but data sources such as the International Passenger Survey or Social Trends reports can be used to identify visitor numbers to key destinations.

National newspaper supplements are a good source of information on popularity and consumer trends, and very often also contain articles on different destinations. A regular (monthly) review of newspapers and the travel press can help learners to identify new or developing destinations and their facilities.

To enable learners to construct a tour, it is essential that they understand the major components of a tour. It is the travel arrangements, accommodation choices and motivation to visit, eg attractions and events, that is vital to the success of any tour. Resources needed for research are travel guides, timetables, brochures, guidebooks, websites etc. However, when calculating journey times, atlases and websites such as www.multimap.com should be used to research accurate data. To create a feasible tour it will be necessary for learners to study tours already arranged in a variety of long-haul travel brochures. These can then be compared with a similar tailor-made tour produced by the learners themselves. Group work could be used to practise planning tours and relating them to a particular visitor profile. For example, a tour of south east Asia for gap-year learners on a budget would be totally different to one for a couple celebrating their silver wedding anniversary, who expect luxury accommodation. Learners should be shown how to construct an itinerary to contain all essential details for a multi-centre tour.

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 |
| Using atlases to identify scope of unit, using large scale map to assess prior knowledge |
| Sharing experiences of long-haul travel |
| DVD on long-haul destinations |
| Group work on different continents to include brochure work, articles and internet research to identify and locate different types of destinations in selected continents |
| Class discussion on different visitor motivations – link to research |
| Class presentations on selected continents |
| Discussion on different types of holidays for specific types of visitors, noting similarities and differences |
| Guest speaker and/or DVD/brochure work on long-haul destinations and holiday choices |

Topic and suggested assignments/activities and/assessment

Assignment 1: Welcome to the World of Long-haul Travel (P1, P2)

Individual map work using atlases and brochures to accurately identify and locate continents and different types of long-haul destinations

Individual research to produce written review of holidays offered for different visitor motivations in different types of destinations

Providing feedback on assessment

Input and class activities on time zones and calculations for flight durations

Research into impacts of travelling through time zones – jet lag, DVT etc

Worksheet and paired work to investigate seasonality and extreme climatic conditions

Displaying findings on large class display map

Extension case studies to examine the effect of extreme climate in selected destinations

Discussion

Researching FCO website – investigating travel factors for country of choice (documentation, travel restrictions, health advice, social situations, safety)

Discussion on research findings to highlight main areas of impact

Producing visual display

Assignment 2: What we need to know (P3, M1, D1)

Individual research into travel factors and their impact

Preparing a presentation

Presentation on travel factors, how they affect selected long-haul destinations and their impact

Providing feedback on assessment

DVD/brochure work on selected destinations – discussion on appeal features and facilities

Examination of statistics on visitor numbers – discussion on findings

Brochure and research activities based on pen portraits to match destination features and appeal to different types of visitors

Group work to create displays of appeal features and facilities in selected destinations

Case study Dubai or similar destination – worksheet, additional research and discussion on developments

Selecting suitable destination for assessment. Independent research into destination of choice

Assignment 3: Destination Focus (P4, M2, D2)

Assessment to research and produce a destination profile for a selected long-haul destination

Linking to different types of visitors from the UK

Identifying and assessing significance of key features and evaluating how the destination has capitalised on its features and developed its facilities

Providing feedback on assessment

Class activities using airline websites to plan routes from/to UK and within countries

Class activities using accommodation websites to identify accommodation options

Examination of tour operators' multi-centre tours

Identification of key themes, planning considerations

Topic and suggested assignments/activities and/assessment

Pen portraits to create elements of tours

Assignment 4: Tour Planning (P5, M3)

Researching and producing a tailor-made multi-centre itinerary to meet a customer brief

Justification of itinerary

Feedback on assessment and unit review

Assessment

In the context of this unit, a long-haul destination is one with a flight time from the UK of over six hours. All European, North African and Asian countries bordering the Mediterranean are therefore excluded.

A destination should be a town or city, eg Rio de Janeiro, a coastal area, eg Gold Coast, a tourist island or island group, eg Maldives, a countryside (natural) area, eg Kruger National Park or a purpose-built resort, eg Walt Disney World Resort. For P4, very large countries such as Australia or Canada would be too unwieldy and should be avoided as 'destinations' per se, although smaller countries or islands could be accepted, for example Sri Lanka. However, these larger countries would be suitable for the tour to be constructed for P5.

The assessment criteria can be grouped together to enable learners to expand on one criterion in order to gain higher grades where appropriate. The links are as follows: P1, P2; P3, M1 and D1; P4, M2 and D2; P5 and M3. 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

The evidence for P1 should include a series of maps. Blank outline maps can be used as a starting point for this task. With the aid of atlases, learners should locate the continents of Asia, North America, South America, Africa and Australasia. For each continent they should use holiday brochures and atlases to identify and accurately locate on each map five destinations that attract visitors from the UK. Ideally there should be one of each type of destination per continent, ie city, coastal/beach, natural, purpose-built and historical/cultural.

These maps should be clearly labelled using a key. For P2, learners should select one city, one coastal/beach, one natural, one purpose-built and one historical/cultural long-haul destination, ie five destinations in total. These can be selected from those located on maps for P1 if desired. Each one must be located in a different continent, for example a city in Asia, purpose-built in North America, historical/cultural in South America, natural in Africa and coastal/beach in Australasia.

Learners should produce a short outline of the different types of holidays offered by each of the five destinations to meet different UK visitor motivations. The evidence should include brief details of typical holidays they have found with named tour operators and how they meet particular visitor motivations. For example if Walt Disney World Resort was selected as a purpose-built destination in North America, typical types of holidays could include short-break, single centre and twin-centre, while typical motivators could include attractions/entertainment and other, eg media influences, image, VFR. Learners would be able to provide examples of holidays with a number of tour operators, for example Virgin Holidays who offer a 4 night short break in Walt Disney World, a twin-centre holiday combined with Clearwater and a 10 night single centre holiday. It is not necessary for learners to cover each type of holiday for each destination, but they must ensure that each holiday type is covered within the total evidence produced for this criterion and that each of the prescribed visitor motivations has been addressed at least once.

P3 – M1 – D1

For P3, learners must explain in general terms the travel factors that can affect travel to long-haul destinations. At least one relevant long-haul example should be given for each factor. For example learners should briefly explain how time zones can affect travel by causing jet lag and the risk of DVT, and support this with examples of, say, a typical flight to the Far East and one to west coast USA from the UK. All listed travel factors should be addressed, including time zones; seasonality; extreme climatic conditions, documentation requirements, travel restrictions, health issues, safety and social situations.

For M1, learners should now apply their understanding gained in P3 and review how travel factors affect travel to selected destinations. The same destinations can be used as P2 if desired, or learners can use other destinations for which travel factors have greater significance, for example selecting destinations affected by hurricanes, recent unrest etc. The same destination can be used for several factors. News reports, articles should be used to show how factors affect travel to the selected destinations.

For D1, learners may focus on specific travel factors that have had a significant impact on at least two destinations. The examples should be from within the last five years, for example an analysis of the impact of the swine flu pandemic on travel to Mexican destinations and an analysis of the impact of hurricanes on travel to destinations in the Caribbean. At least two different travel factors and two different long-haul destinations must be addressed for D1.

P4 – M2 – D2

For P4, a specific destination must be chosen. The choice of destination is important, especially to support the higher grades. In order to enable learners to link appeal features to different visitor types there needs to be breadth of information. A destination such as Sydney rather than, for example, the Maldives, could be used as it may appeal to a wider range of visitors. All features contributing to the appeal of the chosen destination must be identified and described in detail to enable P4 to be achieved. Accessibility must include, as a minimum, methods of transport, their frequency and examples of costs and facilities, together with a description of attractions (natural, built, events, shopping, cultural), destination facilities (local transport, accommodation range and cost, other, eg sport, entertainment, food and drink), positive and negative features of climate that contribute to its appeal for different types of visitor, including leisure, business and other types of visitor.

For M2, the different features and facilities of the chosen destination must be clearly identified. The significance of these to its popularity and appeal should be reviewed. This may include researching visitor numbers to support their assessment. An example of a response would be for learners to comment on how visitor numbers to a specific destination have increased since significant new attractions or major events were introduced.

To achieve D2, these features and facilities must be clearly evaluated to show how the destination has capitalised on its features, such as climate, natural attractions, and developed its facilities to attract different types of visitors. This is where the importance of having selected a suitable destination comes into play as destinations like Dubai and Las Vegas that have had massive planned development will provide greater scope for evaluation.

P5 – M3

A country or tourist area should be chosen for P5. Examples of countries in which a tour could be constructed include Australia, New Zealand, Canada, South Africa, Peru; and examples of an area could include California and south-east Asia. A multi-centre tour would normally be expected to contain at least four centres. (A centre is a main stop within the itinerary.) The tour should be presented in the format of an itinerary to include transport arrangements to and from the UK and between the centres. It should also include details of accommodation to be used en route and at each centre, any car hire, excursions or trips pre-booked as well as a summary of the attractions and events available to the visitor at each centre. The tour should be constructed by the learner and not merely copied from an existing tour in a brochure. Learners will also be required to provide evidence of their individual research into the tour to support the achievement of this criterion. Tutors should provide specific details of the visitor profile, including budget (low/high economy etc), motivation for the trip, visitor type and restrictions. It is not necessary to cost the tour in full; however, cost will have to be considered when choosing appropriate accommodation or transport and when providing justification of the choices for M3.

It is essential that learners use a wide variety of reference sources (as suggested in the delivery guidance) and, to satisfy P5, they are required to provide a bibliography listing their sources. All research must be edited and presented in the learners' own words. It is also necessary to provide referencing throughout their work.

To achieve M3, learners must justify the choices they have made for all aspects of a planned tour, reflecting the requirements set out in the visitor profile. This could be done verbally or in written format. Detailed reference sources will provide evidence for independence and this should be confirmed via a witness statement.

Any evidence presented verbally, including presentations, must be supported by detailed observation sheets that clearly show how the respective grading criteria have been achieved.

Programme of suggested assignments

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

| Criteria covered | Assignment title | Scenario | Assessment method |
|------------------|---|--|--|
| P1, P2 | Assignment 1: Welcome to the World of Long-haul Travel | Working as a trainee for a long-haul tour operator Induction task to locate destinations and research different types of holidays in selected destinations to meet different visitor motivations. | Map work to locate destinations Written review of holidays offered for different visitor motivations in different types of destinations |
| P3, M1, D1 | Assignment 2: What we need to know | Working as a trainee for a long-haul tour operator Induction task – research and presentation to colleagues on travel factors and their impact | Presentation on travel factors, how they affect selected long-haul destinations and their impact |

| Criteria covered | Assignment title | Scenario | Assessment method |
|------------------|---------------------------------|--|---|
| P4, M2, D2 | Assignment 3: Destination Focus | Working as a trainee for a long-haul tour operator within the product development department Researching and producing a destination profile for a selected long-haul destination Linking to different types of visitors from the UK | Production of a destination profile for a selected long-haul destination, highlighting appeal for different types of visitors from the UK Identifying and assessing significance of key features and evaluating how the destination has capitalised on its features and developed its facilities |
| P5, M3 | Assignment 4: Tour Planning | Working as a trainee for a long-haul tour operator in the tour department Producing a tailor-made multi-centre itinerary to meet a customer brief Justification of itinerary | Production of a full itinerary Record of sources used Letter to support itinerary |

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 the Nature and Effects of World Travel | Retail Travel Operations |
| | Business Travel Operations |
| | Responsible Tourism |
| | Specialist Tourism |

Essential resources

Learners will need access to Worldwide Travel atlases, long-haul holiday brochures and the internet for research.

Employer engagement and vocational contexts

Talks from long-haul specialists will enhance delivery.

Indicative reading for learners

Textbooks

Boniface B and Cooper C – *Worldwide Destinations: Geography of Travel and Tourism* (Butterworth-Heinemann, 2004) ISBN 0750659971

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

World Travel Atlas, Tenth Edition (Columbus Publishing, 2006) ISBN 1902221931

Journals

Travel Trade Gazette

Websites

Adventure specialists, eg

www.exodus.co.uk

www.magicalkenya.com

www.travelcanada.ca

www.incredibleindia.org

www.lonelyplanet.com

www.balesworldwide.com

www.virginholidays.co.uk

Columbus World Travel Guide

www.worldtravelguide.net

Country maps

www.mapsofworld.com

Country tourism websites, eg

www.australia.com

Destination guides, eg

www.peru-info.com

Foreign and Commonwealth Office

www.fco.gov.uk

Long-haul tour operators, eg

www.kuoni.com

Met Office (and case studies)

www.metoffice.gov.uk/education/teachers

Natural world specialists, eg

www.explore.co.uk

Online atlas

www.multimap.com

Weddings and honeymoons specialists, eg

www.kuoni.co.uk/weddings

Winter sports specialists, eg

www.crystalski.co.uk

World day and night map

www.timeanddate.com/worldclock/sunearth

World Time Zones

www.worldtimezones.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 ... |
|--------------------------|--|
| Creative thinkers | planning a multi-centre long-haul tour to meet a given UK visitor profile, showing sources used [CT 1] |

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

| Skill | When learners are ... |
|----------------------|-------------------------------------|
| Self-managers | managing the assessment of the unit |

● Functional Skills – Level 2

| Skill | When learners are ... |
|---|--|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching different types of holidays in long-haul destinations |
| 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 different types of holidays in long-haul destinations |
| 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 different types of holidays in long-haul destinations |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | researching different types of holidays in long-haul destinations |
| 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 different types of holidays in long-haul destinations |
| Bring together information to suit content and purpose | presenting information about different types of holidays in long-haul destinations |
| Present information in ways that are fit for purpose and audience | presenting information about different types of holidays in long-haul destinations |
| Evaluate the selection and use of ICT tools and facilities used to present information | presenting information about different types of holidays in long-haul destinations |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | discussing different types of holidays in long-haul destinations |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching different types of holidays in long-haul destinations |

| Skill | When learners are ... |
|--|--|
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively | presenting information about different types of holidays in long-haul destinations |