



Pearson
BTEC

Pearson BTEC International Level 2 in Travel and Tourism

Specification

First teaching from September 2022

L2

Issue 1

Pearson BTEC International Level 2 Qualifications in Travel and Tourism

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About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Welcome

With a track record built over 40 years of learner success, our BTEC International Level 2 qualifications are recognised internationally by governments and employers. These qualifications are designed to enhance the curriculum and prepare learners for the ever-changing world of work. BTEC International Level 2 qualifications allow learners to progress to study at Level 3 and above or to the workplace.

Career-ready education

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

When creating the BTEC International Level 2 qualifications in this suite, we worked with many employers, colleges and schools to ensure that we met their needs.

BTEC addresses these needs by offering:

- a range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans
- internationally relevant content, which is closely aligned with employer and further education needs
- assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners.

We provide a full range of support, both resources and people, to ensure that learners and teachers have the best possible experience during their course. See *Section 10 Resources and support* for details of the support we offer.

Contents

Introduction to the BTEC International Level 2 qualifications for the travel and tourism industry	1
Qualifications, sizes and purposes at a glance	2
Structures of the qualifications at a glance	4
Qualification and unit content	5
Assessment	5
Grading for units and qualifications	7
1 Qualification purpose and progression	8
2 Structure	10
3 Units	15
Understanding your units	15
Index of units	17
4 Planning your programme	149
5 Assessment structure	151
Introduction	151
Internal assessment	151
Pearson Set Assignment units	151
6 Internal assessment	152
Principles of internal assessment (applies to all units)	152
Making valid assessment decisions	154
Planning and record keeping	155
Setting effective assignments (applies to all units without Pearson Set Assignments)	156
Late completion, resubmission and retakes (applies to all units including Pearson Set Assignment units)	158
7 Administrative arrangements	160
Introduction	160
Learner registration and entry	160
Access to assessment	160
Administrative arrangements for assessment	161
Conducting set assignments	162
Dealing with malpractice in assessment	163
Certification and results	165
Additional documents to support centre administration	165
8 Quality assurance	166
9 Understanding the qualification grade	168

10 Resources and support	175
Support for setting up your course and preparing to teach	175
Pearson Progress	175
Support for teaching and learning	175
Support for assessment	176
Pearson English	176
Training and support from Pearson	177
Appendix 1: Transferable employability skills	179
The need for transferable skills	179
Appendix 2: Glossary of terms used	181

Introduction to the BTEC International Level 2 qualifications for the travel and tourism industry

This specification contains all the information you need to deliver the Pearson BTEC International Level 2 Qualifications in Travel and Tourism. We also refer you to other handbooks and policies. This specification includes all the units for these qualifications.

These qualifications are part of the suite of travel and tourism qualifications offered by Pearson. In this suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations. These qualifications are not regulated in England.

All qualifications in the suite share some common units and assessments, which gives learners some flexibility in moving between sizes.

In the travel and tourism industry these qualifications are:

Pearson BTEC International Level 2 Award in Travel and Tourism

Pearson BTEC International Level 2 Certificate in Travel and Tourism

Pearson BTEC International Level 2 Extended Certificate in Travel and Tourism

Pearson BTEC International Level 2 Diploma in Travel and Tourism.

This specification signposts the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualifications, including the staff development required. A summary of all essential documents is given in *Section 7 Administrative arrangements*. Information on how we can support you with these qualifications is given in *Section 10 Resources and support*.

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Award in Travel and Tourism	120 GLH Equivalent in size to 1 International GCSE. Four units, of which three are mandatory and assessed by a Pearson Set Assignment. Mandatory content (75%).	This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of travel and tourism would be complementary. The qualification supports progression to further study at Level 3/ pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels.
Pearson BTEC International Level 2 Certificate in Travel and Tourism	240 GLH Equivalent in size to two International GCSEs. At least six units, of which four are mandatory and two are assessed by a Pearson Set Assignment. Mandatory content (50%).	This qualification is designed to support learners who are interested in learning about the travel and tourism industry alongside other fields of study, with a view to progressing to a wide range of courses at Level 3/pre-tertiary level, not necessarily in travel and tourism-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 2 qualifications or International GCSEs.
Pearson BTEC International Level 2 Extended Certificate in Travel and Tourism	360 GLH Equivalent in size to three International GCSEs. At least nine units, of which six are mandatory and three are assessed by a Pearson Set Assignment. Mandatory content (58%).	This qualification is designed to support learners who want to study travel and tourism as a substantial element of a one-year, full-time course alongside smaller courses in other subjects, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to further education at Level 3/pre-tertiary level if taken as part of a programme of study that included other BTEC International Level 2 qualifications or International A Levels.

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Diploma in Travel and Tourism	480 GLH Equivalent in size to four International GCSEs. 13 units, which are all mandatory and three are assessed by Pearson Set Assignment. Mandatory content (100%).	This qualification is designed to support learners who want to study travel and tourism as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to Level 3/pre-tertiary level courses if taken as part of a programme of study that included other BTEC International Level 2 qualifications or International GCSEs.

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC International Level 2 in Travel and Tourism is shown in *Section 2 Structure*. **You must refer to the full structure to select units and plan your programme.**

Key

Pearson Set Assignment units are shown in bold

M

Mandatory units

O

Optional units

Unit (number and title)	Unit size (GLH)	Award (120 GLH)	Certificate (240 GLH)	Extended Certificate (360 GLH)	Diploma (480 GLH)
1 The Travel and Tourism Industry	30	M	M	M	M
2 Customer Service in Travel and Tourism Organisations	30	M	M	M	M
3 Development of the Travel and Tourism Industry	30	O	O	O	M
4 Global Holiday Destinations	60		O	M	M
5 Travel Planning	30	M	M	M	M
6 Exploring Marketing in Travel and Tourism	30	O	M	M	M
7 Customer Service Skills, Processes and Digital Technologies in Travel and Tourism	30	O	O	M	M
8 Your Country as a Tourist Destination	30	O	O	O	M
9 Employment Opportunities in Travel and Tourism	60		O	O	M
10 Exploring Airports and Airlines	30	O	O	O	M
11 Working as a Tour Guide	30	O	O	O	M
12 Cruise and Tourist Rail Experiences	60		O	O	M
13 Hospitality in the Travel and Tourism Industry	30	O	O	O	M

Qualification and unit content

Pearson has developed the content of the new BTEC International Level 2 qualifications in collaboration with employers and subject experts so that content is up to date and includes knowledge, understanding, skills and personal attributes required in the sector.

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be worthwhile and fulfilling, and will also provide a basis for further study at Level 3. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills include communication, teamwork and research and analysis, which are valued by employers. Opportunities to develop these skills are signposted in the units.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. The units include guidance on approaches to breadth and depth of coverage, which can be modified to ensure that content is current and reflects international variations.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units are assessed using Pearson Set Assignments.

Pearson Set Assignment (PSA) units

Some units in the qualifications are assessed using a Pearson Set Assignment. Each assessment is set by Pearson and is marked by teachers.

Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to resit set assignment units during their programme. Please see *Section 6 Internal assessment* for further information.

Set assignments are available from June each year and are valid until the end of August in the following year. For detailed information on the Pearson Set Assignment, please see the table in *Section 2 Structure*. For further information on preparing for assessment, see *Section 5 Assessment structure*.

Internal assessment

All units in the sector are internally assessed and subject to external standards verification. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6 Internal assessment*.

For units where there is no Pearson Set Assignment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate processes etc.

For these units, Pearson will provide an Authorised Assignment Brief that you can use. You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information, please see *Section 6 Internal assessment*.

Language of assessment

Assessment of the units for these qualifications are available in English but can be translated as necessary.

Learners taking the qualification/s may be assessed in sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, see *Section 7 Administrative arrangements*.

Grading for units and qualifications

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Learners who achieve a qualification will have achieved across mandatory units where applicable.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 60 GLH will contribute double that of a 30 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*. Please see *Section 9 Understanding the qualification grade* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes, on the basis of learner performance and in consultation with key users of the qualifications.

1 Qualification purpose and progression

Pearson BTEC International Level 2 qualifications in Travel and Tourism

Who are these qualifications for?

The Pearson BTEC International Level 2 qualifications in Travel and Tourism are designed for learners in the 14–19 age group who wish to pursue a career in travel and tourism via Level 3 and then to higher education or through junior employment in the travel and tourism sector.

Which size qualification to choose?

Choosing the most suitable size of qualification will depend on the learner's broader programme of study. For example, a learner who wishes to focus mainly on customer services or marketing may take the Diploma, while a learner who selects a smaller qualification, such as the Award or Certificate, will likely combine it with International GCSEs, in order to support their desired progression.

Qualification structures have been designed to enable a learner who starts with the smallest qualification to progress easily to the larger qualifications.

What do these qualifications cover?

The content of these qualifications has been designed to support progression to particular roles in the travel and tourism industry, most likely via further study at Level 3 and then through higher-education routes in the particular areas.

All learners will be required to take mandatory content that is directly relevant to progression routes in all of the identified areas.

In addition, learners take optional units that support the progression route identified in the qualification title.

What could these qualifications lead to?

These qualifications support progression to further study in Travel and Tourism, for example courses in:

- BTEC International Level 3 qualifications in Travel and Tourism
- BTEC International Level 3 qualifications in Hospitality.

How do these qualifications provide transferable skills?

In the BTEC International Level 2 units, there are opportunities during the teaching and learning phase to give learners practice in developing transferable skills. Where we refer to transferable skills in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills** – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
- **interpersonal skills** – communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills** – self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities. These skills are indicated in the units and in *Appendix 1: Transferable employability skills*.

How do these qualifications provide transferable knowledge and skills for further and higher education?

All BTEC International Level 2 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study.

2 Structure

Qualification structures

The structures for the qualifications in this specification are:

- Pearson BTEC International Level 2 Award in Travel and Tourism
- Pearson BTEC International Level 2 Certificate in Travel and Tourism
- Pearson BTEC International Level 2 Extended Certificate in Travel and Tourism
- Pearson BTEC International Level 2 Diploma in Travel and Tourism.

Pearson BTEC International Level 2 Award in Travel and Tourism

Mandatory units

There are 3 mandatory units, which includes 2 internal units and 1 set assignment unit. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 1 optional unit.

Pearson BTEC International Level 2 Award in Travel and Tourism				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	The Travel and Tourism Industry	30	Mandatory	Internal
2	Customer Service in Travel and Tourism Organisations	30	Mandatory	Internal
5	Travel Planning	30	Mandatory	Set assignment
Optional units – learners must complete 1 optional unit				
3	Development of the Travel and Tourism Industry	30	Optional	Internal
6	Exploring Marketing in Travel and Tourism	30	Optional	Set assignment
7	Customer Service Skills, Processes and Digital Technologies in Travel and Tourism	30	Optional	Internal
8	Your Country as a Tourist Destination	30	Optional	Internal
10	Exploring Airports and Airlines	30	Optional	Internal
11	Working as a Tour Guide	30	Optional	Internal
13	Hospitality in the Travel and Tourism Industry	30	Optional	Internal

Pearson BTEC International Level 2 Certificate in Travel and Tourism

Mandatory units

There are 4 mandatory units, which includes 2 internal units and 2 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete 120 GLH of optional units.

Pearson BTEC International Level 2 Certificate in Travel and Tourism				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	The Travel and Tourism Industry	30	Mandatory	Internal
2	Customer Service in Travel and Tourism Organisations	30	Mandatory	Internal
5	Travel Planning	30	Mandatory	Set assignment
6	Exploring Marketing in Travel and Tourism	30	Mandatory	Set assignment
Optional units – learners must complete 120 GLH optional units				
3	Development of the Travel and Tourism Industry	30	Optional	Internal
4	Global Holiday Destinations	60	Optional	Set assignment
7	Customer Service Skills, Processes and Digital Technologies in Travel and Tourism	30	Optional	Internal
8	Your Country as a Tourist Destination	30	Optional	Internal
9	Employment Opportunities in Travel and Tourism	60	Optional	Internal
10	Exploring Airports and Airlines	30	Optional	Internal
11	Working as a Tour Guide	30	Optional	Internal
12	Cruise and Tourist Rail Experiences	60	Optional	Internal
13	Hospitality in the Travel and Tourism Industry	30	Optional	Internal

Pearson BTEC International Level 2 Extended Certificate in Travel and Tourism

Mandatory units

There are 6 mandatory units, which includes 3 internal units and 3 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete 150 GLH of optional units.

Pearson BTEC International Level 2 Extended Certificate in Travel and Tourism				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	The Travel and Tourism Industry	30	Mandatory	Internal
2	Customer Service in Travel and Tourism Organisations	30	Mandatory	Internal
4	Global Holiday Destinations	60	Mandatory	Set assignment
5	Travel Planning	30	Mandatory	Set assignment
6	Exploring Marketing in Travel and Tourism	30	Mandatory	Set assignment
7	Customer Service Skills, Processes and Digital Technologies in Travel and Tourism	30	Mandatory	Internal
Optional units – learners must complete 150 GLH optional units				
3	Development of the Travel and Tourism Industry	30	Optional	Internal
8	Your Country as a Tourist Destination	30	Optional	Internal
9	Employment Opportunities in Travel and Tourism	60	Optional	Internal
10	Exploring Airports and Airlines	30	Optional	Internal
11	Working as a Tour Guide	30	Optional	Internal
12	Cruise and Tourist Rail Experiences	60	Optional	Internal
13	Hospitality in the Travel and Tourism Industry	30	Optional	Internal

Pearson BTEC International Level 2 Diploma in Travel and Tourism

Mandatory units

There are 13 mandatory units, which includes 10 internal units and 3 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Pearson BTEC International Level 2 Diploma in Travel and Tourism				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	The Travel and Tourism Industry	30	Mandatory	Internal
2	Customer Service in Travel and Tourism Organisations	30	Mandatory	Internal
3	Development of the Travel and Tourism Industry	30	Mandatory	Internal
4	Global Holiday Destinations	60	Mandatory	Set assignment
5	Travel Planning	30	Mandatory	Set assignment
6	Exploring Marketing in Travel and Tourism	30	Mandatory	Set assignment
7	Customer Service Skills, Processes and Digital Technologies in Travel and Tourism	30	Mandatory	Internal
8	Your Country as a Tourist Destination	30	Mandatory	Internal
9	Employment Opportunities in Travel and Tourism	60	Mandatory	Internal
10	Exploring Airports and Airlines	30	Mandatory	Internal
11	Working as a Tour Guide	30	Mandatory	Internal
12	Cruise and Tourist Rail Experiences	60	Mandatory	Internal
13	Hospitality in the Travel and Tourism Industry	30	Mandatory	Internal

Set assignment units

This is a summary of the type and availability of set assignment units. For more information, see *Section 5 Assessment structure*, and the units and sample assessment materials.

Unit	Type	Availability
Unit 4: Global Holiday Destinations	<ul style="list-style-type: none">• An assignment set by Pearson and marked by the centre.• The advised assessment period is 15 hours.• Completed using a computer or handwritten.	Two available for each series.
Unit 5: Travel Planning	<ul style="list-style-type: none">• An assignment set by Pearson and marked by the centre.• The advised assessment period is 12 hours.• Completed using a computer or handwritten.	Two available for each series.
Unit 6: Exploring Marketing in Travel and Tourism	<ul style="list-style-type: none">• An assignment set by Pearson and marked by the centre.• The advised assessment period is 12 hours.• Completed using a computer or handwritten.	Two available for each series.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. For more information, please see *Section 4 Planning your programme*.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use, it appears on certificates.
Level	All units are at Level 2.
Unit type	This shows if the unit is internal or assessed using a Pearson Set Assignment. See structure information in <i>Section 2 Structure</i> for details.
Guided Learning Hours (GLH)	Units may have a GLH value of 60 or 30. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	This is a brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures, etc.
Unit introduction	This is written with learners in mind. It indicates why the unit is important, how learning is structured and how it might be applied when they progress to employment or higher education.
Assessment	For internal set assignment units, this section states whether set assignments are required to be completed.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2: Glossary of terms used</i> .
Summary of unit	This section helps teachers to see at a glance the main content areas given against the learning aims and the structure of the assessment. The content areas and structure of assessment must be covered. The forms of evidence given are suitable to fulfil the requirement.

Section	Explanation
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in <i>Appendix 2: Glossary of terms used</i> . All assessors need to understand our expectations of the terms used. Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
Essential information for assignments	This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment and how the assessment criteria should be used to assess performance. For set assignment units, this section will include any conditions for taking the assignment.
Further information for teachers and assessors	This section gives you information to support the implementation of assessment. It is important that this is read carefully alongside the assessment criteria, as the information will help with interpretation of the requirements.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources, see <i>Section 10 Resources and support</i> .
Essential information for assessment decisions	This section gives guidance on and examples for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard.
Assessment controls	This section gives details of the rules that learners need to abide by when taking the assessment.
Links to other units and other curriculum subjects	This section shows you the main relationships between different units and any clear links to other curriculum subjects. This helps you to structure your programme and make best use of available materials and resources.
Employer involvement	This section gives you information on the units, which can be used to involve learners with employers. This will help you to identify the kind of involvement that is likely to be most successful.
Opportunities to develop transferable employability skills	This section gives you guidance on how transferable employability skills might be developed in teaching and assessment of the unit.

Index of units

This section contains all the units developed for these qualifications. Please refer to *pages 4–5* to check which units are available in all qualifications in the travel and tourism industry.

Unit 1:	The Travel and Tourism Industry	19
Unit 2:	Customer Service in Travel and Tourism Organisations	29
Unit 3:	Development of the Travel and Tourism Industry	41
Unit 4:	Global Holiday Destinations	51
Unit 5:	Travel Planning	61
Unit 6:	Exploring Marketing in Travel and Tourism	69
Unit 7:	Customer Service Skills, Processes and Digital Technologies in Travel and Tourism	79
Unit 8:	Your Country as a Tourist Destination	89
Unit 9:	Employment Opportunities in Travel and Tourism	99
Unit 10:	Exploring Airports and Airlines	109
Unit 11:	Working as a Tour Guide	119
Unit 12:	Cruise and Tourist Rail Experiences	129
Unit 13:	Hospitality in the Travel and Tourism Industry	139

Unit 1: The Travel and Tourism Industry

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will start on a journey to explore the world of travel and tourism, an exciting and vibrant global industry where organisations work together and contribute to economies around the world.

Unit introduction

Travel and tourism has become an important part of how we live today and many people travel regularly for work and leisure. This unit will develop and broaden your understanding of the main types of tourism and you will explore the varied reasons why people travel the world.

Travel and tourism is one of the largest industries in the world in terms of employment and income generation. It is an industry that is vulnerable to external factors, but it is resilient, energetic and creative. You will examine the contribution that travel and tourism makes to a country's economy and the impact of visitor numbers at a local and national level.

Organisations large and small make up the travel and tourism industry. You will learn about their roles and the varied interrelationships between different types of organisations when creating diverse and exciting travel experiences.

Studying this unit will help you to recognise that travel and tourism is a varied, dynamic industry and it will encourage you to further explore the industry and potential progression into employment in the future.

Learning aims

In this unit you will:

- A** Explore the main types of tourism and the reasons people travel
- B** Understand how tourism contributes to a country's economy
- C** Explore the roles and interrelationships within travel and tourism organisations.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the main types of tourism and the reasons people travel	A1 Main types of tourism A2 Reasons why people travel	A presentation on the main types of tourism and the reasons people travel, giving relevant examples throughout.
B Understand how tourism contributes to a country's economy	B1 Contribution of tourism to a country's economy	A report on the different ways tourism contributes to a country's economy, supporting their findings with statistics such as visitor numbers and employment.
C Explore the roles and interrelationships within travel and tourism organisations	C1 Types of travel and tourism organisations C2 Interrelationships between organisations	A report on the roles of different types of travel and tourism organisations, and interrelationships between them.

Content

Learning aim A: Explore the main types of tourism and the reasons people travel

A1 Main types of tourism

- Domestic tourism: definition – taking holidays and trips in your own country.
- Outbound tourism: definition – travelling to a different country for a visit or holiday.
- Inbound tourism: definition – visitors from overseas coming into the country.

A2 Reasons why people travel

- Leisure travel: day trips, short breaks, holidays, visiting friends and relatives (VFR), staycations, special events.
- Business travel: meetings, incentive, conferences and events (MICE).
- Specialist travel: adventure, health, education, cultural heritage, dark tourism, voluntary work, conservation, eco-tourism, sport, gap year.
- Day trips: visitor attractions, cities for culture, specialist shopping or events, countryside or beach for relaxation or activities.

Learning aim B: Understand how tourism contributes to a country's economy

B1 Contribution of tourism to a country's economy

The travel and tourism industry contributes to a country's economy in different ways. Learners will be able to interpret data, in terms of:

- Gross Domestic Product (GDP):
 - the value of a country's economy
 - a measure of all goods and services over a specific time
 - tourist numbers and the value of tourism spend:
 - inbound tourism: the number of inbound tourists, type of trip, length of stay, overnight trips, type of accommodation, and their associated spend
 - domestic tourism – the number of domestic tourists, type of trip, length of stay, overnight trips, type of accommodation and their associated spend
 - understanding the economic contribution of tourism in different countries and regions
 - identifying visitor expenditure, number of trips taken.
- Employment, e.g. direct employment (created by travel and tourism organisations), indirect employment (created to supply and support travel and tourism) organisations.
- Definition of economic multiplier effect:
 - direct spending by tourists, circulated throughout the economy on indirect products and services
 - impact on direct and indirect employment.
- Total value of goods and services (GDP) and the way in which growth/ investment in one area tends to lead to growth and new jobs in another (the multiplier effect).
- Infrastructure development – tourism growth/decline.
- Exchange rates and currency fluctuations.

Learning aim C: Explore the roles and interrelationships within travel and tourism organisations

C1 Types of travel and tourism organisations

Travel and tourism organisations in different countries supply products and services to different types of tourists. They vary in terms of size, ownership and roles.

- Types of ownership:
 - public – owned and funded by the central, regional or local government, e.g. tourist information centres, tourist boards, visitor attractions, local transport
 - private – owned and controlled by private individuals or shareholders, e.g. tour operators, travel agents, transport organisations and hubs, accommodation providers, some visitor attractions
 - voluntary/not for profit – independent organisations owned and run by trustees, e.g. some visitor attractions, charities, trusts.
- Tour operators:
 - mass-market, specialist, online, e.g. domestic, outbound, inbound
 - role – to assemble and operate component parts of holidays as a package for retail travel agents or direct sales.
- Travel agents:
 - business travel agents and leisure travel agents, e.g. multiples, independent, online
 - role – to provide expert advice and guidance, arranging and booking trips, excursions and package holidays or individual components.
- Transport providers:
 - road, rail, air, sea, e.g. regional, national, global
 - role – to provide transport from one location to selected destination, safety.
- Accommodation providers:
 - catered and uncatered, e.g. hotels, motels, guest houses/bed and breakfast, apartments, youth hostels, caravans, chalets, camping, holiday cottages, holiday parks
 - role – to provide a range of accommodation options, services and facilities.
- Visitor attractions:
 - such as, natural, e.g. national parks, forests, deserts; historical or heritage, e.g. castles, historic houses, palaces; purpose-built, e.g. theme parks, water parks, museums, art galleries, zoos, wildlife parks
 - role – to provide entertainment, education, recreation, fun, hospitality, other visitor facilities.
- Information and promotions service providers:
 - international, national, regional and local, e.g. United Nations World Tourism Organisation (UNWTO), national tourist boards, regional tourist boards, local visitor centres
 - role – encourage visitors, increase tourism revenue, promote special events, market and promote the country, its regions and destinations, provide information, advice and guidance.
- Ancillary organisations:
 - travel insurance, car hire, currency exchange
 - role – to provide support services for travellers.

C2 Interrelationships between organisations

Travel and tourism organisations don't work in isolation:

- Chain of distribution – organisations working together to provide goods or services to customers, for example a travel agent selling holidays on behalf of a tour operator.
- Common ownership:
 - vertical integration where a business at one point of the chain of distribution purchases or acquires a business at a higher or lower level of the chain of distribution
 - horizontal integration where a business at the same level in the chain of distribution merges with or is purchased by another business.
- Commercial partnerships – separate organisations working together for a common venture, e.g. a visitor attraction working with a local transport company to create day trips, a tour operator working with airlines and hotels to create package holidays.
- Advantages for organisations of common ownership or commercial partnerships, e.g.:
 - marketing and promotion
 - increase sales and income
 - provide good customer care
 - shared resources
 - economies of scale
 - brand awareness.
- Disadvantages for organisations of common ownership or commercial partnerships, e.g.:
 - size of operation
 - less customer choice
 - loss of personalised customer care.

Assessment criteria

Pass		Merit	Distinction
Learning aim A: Explore the main types of tourism and the reasons people travel			AB.D1 Evaluate the importance of different types of tourism to the economy of a selected country.
A.P1 Describe the main types of tourism.	A.M1 Explain the main types of tourism, giving examples of why people travel.		
A.P2 Describe the reasons why people travel.			
Learning aim B: Understand how tourism contributes to a country's economy			
B.P3 Describe different ways tourism contributes to the economy of a selected country.	B.M2 Assess how different types of tourism contribute to the economy of a selected country.		
Learning aim C: Explore the roles and interrelationships within travel and tourism organisations			C.D2 Evaluate the extent to which a selected travel and tourism organisation has benefitted from its interrelationships with other travel and tourism organisations.
C.P4 Outline the roles of different types of travel and tourism organisations, with examples.	C.M3 Analyse the advantages and disadvantages of interrelationships between different types of travel and tourism organisations.		
C.P5 Explain the interrelationships between different types of organisations within the travel and tourism industry.			

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.P5, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to the internet carry out research into different travel and tourism organisations.

This unit provides many opportunities for learners to carry out research on travel and tourism organisations. Centres should develop links with local travel organisations, such as travel agencies, accommodation providers or transport companies.

Essential information for assessment decisions

Learning aims A and B

To achieve the assessment criteria in learning aim B, learners should base their research and evidence on a selected country. This can be their own country or another country of their choice.

For Distinction standard, learners will evaluate the importance of different types of tourism to the economy of a selected country. A range of statistics within that country should be considered, including statistics relating to inbound and domestic tourism. Learners will evaluate the contribution of inbound and domestic tourism and draw conclusions about their importance to the economy of the country.

For Merit standard, learners need to explain the three different types of tourism and give specific examples from each type, for example domestic tourism for someone living in Spain is when a tourist travels from his home in Madrid to Fuengirola for an autumn beach holiday. They should consider the different reasons why people travel and give specific examples of destinations that people would want to visit, stating the reason for their visit, for example sport enthusiasts in Dubai might travel to Paris for the Olympics in 2024, or to Los Angeles in 2028. All four reasons for travelling should be considered (leisure, business, specialist travel and day trips), with at least two specific examples of each, covering inbound domestic and outbound tourism overall.

Learners should assess the different ways inbound and domestic tourism contribute to the economy of a selected country, giving examples to support their assessment. Statistics, showing trends and relevant data, should be included and interpreted.

For Pass standard, learners should describe the three main types of tourism in their own words and give their own definition of each type.

Learners should also describe the reasons why people travel for leisure, business, specialist travel and day trips. They should give at least two examples of each. Examples can be in general terms, such as sporting fans might travel from their home to another country to watch their team play at international level. They should include different combinations to cover all types of tourism (domestic, outbound and inbound) within the examples they provide.

Learners will show that they understand the different economic effects of travel and tourism by describing the different ways tourism contributes to the economy of a country. They should give a definition of GDP in their own words and describe how employment, tourist numbers, infrastructure development, exchange rates and currency fluctuations can contribute to a country's economy. Learners will show their understanding of the multiplier effect and they will be able to interpret basic data relating to inbound and domestic tourism in their selected country.

Learning aim C

To ensure learners have access to the material that they require, learners should research a range of travel and tourism organisations before selecting relevant examples to use for their assessed work.

For Distinction standard, learners need to select one travel and tourism organisation and evaluate how the organisation has benefitted from its interrelationships with other travel and tourism organisations. The evaluation should highlight the advantages of the interrelationships. A detailed conclusion should be produced which considers whether the organisation has benefitted from interrelationships or whether the organisation would have succeeded without interrelationships.

For Merit standard, learners need to analyse the advantages and disadvantages of interrelationships between organisations in the travel and tourism industry. Learners should support their analysis with examples relating to at least three travel and tourism organisations.

For Pass standard, learners will outline in their own words the roles of at least five different types of travel and tourism organisations. Within each category selected they should show their knowledge of different types of organisations within that category and provide named examples. For example, for transport providers they should give an outline description of the role and named examples of road, rail, sea and air transport providers.

Learners need to explain the different types of interrelationships that exist within the travel and tourism industry, including the chain of distribution, common ownership, horizontal and vertical integration and commercial partnerships. They could provide diagrams to support their explanations of the chain of distribution, vertical and horizontal integration. Specific travel and tourism examples should be given throughout.

Links to other units and curriculum subjects

This unit links to:

- Unit 2: Customer Service in Travel and Tourism Organisations
- Unit 3: Development of The Travel and Tourism Industry
- Unit 6: Exploring Marketing in Travel and Tourism
- Unit 10: Exploring Airports and Airlines
- Unit 13: Hospitality in the Travel and Tourism Industry.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- visits to appropriate travel and tourism organisations, e.g. travel agencies, accommodation providers, transport providers.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 2: Customer Service in Travel and Tourism Organisations

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will investigate travel and tourism organisations to explore customer service provision and the potential impacts of poor customer service on travel and tourism organisations.

Unit introduction

A positive customer experience is essential to the success of a travel and tourism organisation. The highly competitive nature of the travel and tourism industry means that only those organisations offering high standards of customer service are likely to survive.

In this unit you will investigate named travel and tourism organisations to find out about customer service aims and a variety of approaches to customer service.

You will explore the products, services and facilities offered by different travel and tourism organisations in order to meet and exceed customer needs and expectations. You will examine how travel and tourism organisations measure and monitor customer service and the negative impacts of dissatisfied customers.

This unit gives you the opportunity to demonstrate research skills while investigating the customer service provision of named travel and tourism organisations. You will gain the underpinning knowledge needed to progress to further education courses requiring knowledge of customer service, such as Level 3 qualifications in travel and tourism, transport, leisure, hospitality or business studies.

Learning aims

In this unit you will:

- A** Investigate customer service in travel and tourism organisations
- B** Explore how travel and tourism organisations meet and exceed customer needs and expectations
- C** Examine methods of measuring and monitoring customer service and the impacts of poor customer service on travel and tourism organisations.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate customer service in travel and tourism organisations	A1 The different aims of customer service in travel and tourism organisations A2 The different approaches to customer service in travel and tourism organisations	A presentation exploring two different travel and tourism organisations in terms of customer service aims and approaches.
B Explore how travel and tourism organisations meet and exceed customer needs and expectations	B1 Different types of travel and tourism customer B2 Customer needs in travel and tourism B3 Customer expectations in travel and tourism B4 How travel and tourism organisations meet customer needs and exceed expectations	A report examining how two different travel and tourism organisations meet different types of customer needs and exceed expectations, exploring the methods and benefits of measuring and monitoring customer service and the impacts of poor customer service on travel and tourism organisations.
C Examine methods of measuring and monitoring customer service and the impacts of poor customer service on travel and tourism organisations	C1 Measuring and monitoring customer service in travel and tourism organisations C2 Impacts of poor customer service on travel and tourism organisations	

Content

Learning aim A: Investigate customer service in travel and tourism organisations

Customer service is the term used to describe the assistance and advice given by an organisation to people before, during and after purchasing or using its products and services.

A1 The different aims of customer service in travel and tourism organisations

- Different types of travel and tourism organisation categorised under the following industry components:
 - accommodation providers
 - transport operators
 - visitor attractions
 - tour operators
 - travel agents
 - tourism development, promotion and guiding services
 - ancillary providers, e.g. insurance, car hire.
- Aims of customer service, e.g.:
 - meeting and exceeding customer needs
 - improving customer satisfaction
 - meeting organisational targets, e.g. increased visitor numbers/bookings/sales
 - increasing turnover and profit
 - increasing market share
 - gaining a competitive advantage
 - attracting new business
 - improving service standards, e.g. customer service response times
 - encouraging loyalty and repeat business
 - improving brand image and reputation
 - reducing the number of complaints/the escalation of complaints
 - improving customer feedback.

A2 The different approaches to customer service in travel and tourism organisations

- Approaches to customer service:
 - as detailed within organisational policies and standards, e.g.:
 - customer service policy
 - complaint policy
 - mission statement
 - as demonstrated by the organisation, e.g.:
 - methods used to interact with customers and provide information and advice (face to face and remote, e.g. using telephones, call centres, email, internet technology, social media)
 - reacting to feedback, e.g. on social media and internet review sites
 - employing staff to handle specific customer service situations
 - handling complaints
 - increasing loyalty, e.g. rewards
 - keeping records, e.g. customer details, bookings and reservations, invoicing
 - staff training, e.g. induction, specific, ongoing
 - after-sales service, e.g. via call centres, social media, follow-up communications.

Learning aim B: Explore how travel and tourism organisations meet and exceed customer needs and expectations

There are many different types of travel and tourism customer, each with their own individual needs and expectations.

Customer needs are the actual things people require from a travel and tourism organisation whereas expectations are the assumptions made about the organisation and its products, services and facilities.

In order for an organisation to achieve and maintain success, it is essential that the needs and expectations of customers are met and ideally exceeded.

B1 Different types of travel and tourism customer

- Customer types, e.g.:
 - solo travellers
 - groups
 - families
 - couples
 - corporate travellers
 - different age groups
 - different cultures/ethnicities
 - customers with specific needs, e.g. physical, developmental, behavioural/emotional, sensory impaired.

B2 Customer needs in travel and tourism

- Customer needs, e.g.:
 - products and services, e.g. fit for purpose, functional, within budget, accessible, convenient, reliable specific needs, e.g. induction loop, disabled access
 - accurate information and advice, e.g. information about products, services and facilities, advice to resolve problems or issues
 - assistance, e.g. with luggage, with language, for parents with babies/young children, for elderly customers, for customers with specific needs.

B3 Customer expectations in travel and tourism

- Customer expectations, e.g.:
 - value for money
 - high standard of service
 - proactive service
 - fast resolution of complaints and concerns
 - personalised interactions
 - records of customer interactions accessible by all departments
 - products and services provided as advertised
 - health, safety and security, e.g. of themselves and the security of their data.

B4 How travel and tourism organisations meet customer needs and exceed expectations

- Products, services and facilities available to meet individual customer needs.
- Meeting and exceeding customer expectations, e.g.:
 - going above and beyond what is required to meet customer needs, e.g. arranging a birthday card for a customer, offering a free upgrade
 - employing customer-focused staff and providing ongoing staff training
 - offering customer loyalty schemes and/or discounts
 - using technology to enhance the customer experience, e.g. real-time support (via video chat, AI. chatbots etc.), unified omnichannel support, augmented reality, cybersecurity, automatic call-backs
 - personalising customer service interactions
 - offering new and innovative products, services and facilities
 - operating within health, safety and security guidelines.

Learning aim C: Examine methods of measuring and monitoring customer service and the impacts of poor customer service on travel and tourism organisations

Poor customer service can have a detrimental impact on travel and tourism organisations. Many travel and tourism organisations choose therefore to invest time and money in measuring and monitoring the standard of customer service provided in order to identify areas of weakness before the situation escalates.

C1 Measuring and monitoring customer service in travel and tourism organisations

- Methods of measuring and monitoring customer service:
 - formal systems, e.g.:
 - customer comment cards
 - feedback facility on websites
 - phone calls
 - mystery shoppers
 - HappyOrNot buttons
 - customer surveys/customer service questionnaires
 - customer forums/focus groups
 - informal feedback collection, e.g.:
 - customer comments, e.g. verbal, on social media
 - number of repeat customers
 - number of referrals by customers to new customers
 - number of complaints
 - advantages and disadvantages of different methods, e.g. ease of data collection and analysis, cost, ability to reach the correct customers, ability to reach an appropriate number of customers, responsiveness of customers, amount of time required to complete the activity, technology needed, validity of data.

- Benefits to travel and tourism organisations of measuring and monitoring customer service, e.g.:
 - identifies changes in customer needs and expectations
 - identifies areas of weakness in service
 - influences improvements to policies and procedures
 - identifies staff training needs
 - informs targeted improvement plans
 - improves service procedures.

C2 Impacts of poor customer service on travel and tourism organisations

- Potential impacts of poor customer service, e.g.:
 - decreased sales
 - increased number of complaints
 - damaged reputation
 - high staff turnover
 - reduction in repeat business
 - reduction in profit.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate customer service in travel and tourism organisations		A.D1 Evaluate customer service approaches for travel and tourism organisations.
A.P1 Describe aims of customer service for travel and tourism organisations. A.P2 Describe approaches to customer service for travel and tourism organisations.	A.M1 Compare customer service aims and approaches for travel and tourism organisations.	
Learning aim B: Explore how travel and tourism organisations meet and exceed customer needs and expectations		BC.D2 Evaluate methods for measuring and monitoring customer service and how well customer needs are met by a travel and tourism organisation.
B.P3 Explain how the products, services and facilities offered by travel and tourism organisations meet the needs of different types of customer. B.P4 Explain how travel and tourism organisations meet and exceed customer expectations.	B.M2 Compare how travel and tourism organisations meet and exceed needs of different types of customer.	
Learning aim C: Examine methods of measuring and monitoring customer service and the impacts of poor customer service on travel and tourism organisations		
C.P5 Describe the methods and benefits of measuring and monitoring customer service in travel and tourism organisations. C.P6 Explain the potential impacts of poor customer service on travel and tourism organisations.	C.M3 Compare methods for measuring and monitoring customer service in travel and tourism organisations.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to the internet, educational visits and/or industry guest speakers in order to carry out the research required for assessment completion.

Essential information for assessment decisions

Learning aim A

For the assessment of learning aim A, learners must select two named travel and tourism organisations. Learners need to select both organisations from the same industry component, for example a hotel and a glamping site (both being accommodation providers), in order to allow scope for the same organisations to be used for assessment evidence targeting learning aims A, B and C.

The same two organisations must be used for all evidence targeting A.P1, A.P2, A.M1 and A.D1.

For Distinction standard, learners will evaluate the customer service approaches of each travel and tourism organisation. Learners will draw on the evidence presented for Pass and Merit criteria to consider the strengths and weaknesses of the different approaches to customer service for each organisation. A conclusion will be drawn to summarise the best and worst aspects of each organisation's approaches to customer service.

For Merit standard, learners will explain the similarities and differences in the aims and approaches to customer service for both organisations used as the basis for evidence for A.P1 and A.P2. A minimum of four different approaches to customer service should be included within the comparison, such as the methods used to interact with customers, the customer service policies, the complaint policies and the mission statements.

For Pass standard, learners will research and describe the most significant aims of customer service for two different travel and tourism organisations. For example, a learner may describe the main customer service aims of a named hotel and a named glamping site. Aims must be specific to each selected organisation and should not be described in general terms. For example, a learner may describe a named hotel's customer service aim of increasing its share of the corporate traveller market.

Learners will research and describe a minimum of four customer service approaches used by each of their selected organisations. The same types of customer service approach could be investigated for each organisation in order to better facilitate Merit criteria achievement. For example, a learner may describe the customer service policy, the complaint policy, the mission statement and the methods used to interact with customers for each organisation.

Learning aims B and C

For the assessment of learning aims B and C, learners must select two named travel and tourism organisations on which to base their assessment evidence. Learners need to select both organisations from the same industry component, for example a hotel and a glamping site (both being accommodation providers), in order to achieve B.M2.

The same organisations should be used to generate all assessment evidence targeting B.P3, B.P4, C.P5, B.M2, C.M3 and BC.D2.

The same two types of customer should be used for each organisation in B.P3.

The same two organisations may be used as assessment evidence targeting learning aims B and C as were used to generate learning aim A assessment evidence.

The organisations selected as the basis of C.P6 assessment evidence may be different from those used to generate all other Unit 2 assessment evidence.

For Distinction standard, learners will select one of the two organisations and consider the advantages and disadvantages of each method used to measure and monitor customer service. Learners will produce a conclusion of the best method used by the organisation to measure and monitor customer service.

Learners will consider the strengths and weaknesses of the selected organisation in meeting the needs of its different customers. They will draw a conclusion to summarise how well customer needs are met.

For Merit standard, learners will explain the similarities and differences in the products, services and facilities offered by each organisation to meet the needs of different types of customer.

A comparison will also be made of the ways in which each organisation exceeds customer expectations, with learners clearly explaining the similarities and differences in each organisation's approach.

Learners will compare the methods used by each organisation for measuring and monitoring customer service, explaining the similarities and differences identified.

For Pass standard, learners will explain how the products, services and facilities offered by two named travel and tourism organisations meet the needs of two different types of customer. Learners must choose two organisations from the same industry component, for example two named accommodation providers or two named transport operators. Learners may, for example, explain how the products, services and facilities of a specific hotel and a specific glamping site meet the needs of families and customers with specific needs, or how two different airlines meet the needs of corporate travellers and unaccompanied minors. Learners must demonstrate a sound understanding of the different needs of each type of customer and the products, services and facilities each organisation offers to meet these needs.

Learners will explain how each of the two selected travel and tourism organisations meet and exceed customer expectations. For example, a learner may explain how a hotel offering a free gift to all children staying with them for a birthday celebration exceeds the expectations of families.

Learners will describe the methods used by two travel and tourism organisations to measure and monitor customer service. Learners should include a minimum of three different methods used by each organisation and support their descriptions with examples. Learners will describe the benefits to travel and tourism organisations of measuring and monitoring customer service.

Learners will research a range of real examples of poor customer service in the travel and tourism industry and explain the potential impacts on the organisations involved. For example, a learner may provide an example of a customer's negative internet review of a travel insurance policy and explain the potential impacts of this review on the travel insurance provider. A minimum of three examples of poor customer service should be provided. All sources of evidence should be appropriately referenced and a bibliography produced.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 7: Customer Service Skills, Processes and Digital Technologies in Travel and Tourism
- Unit 10: Exploring Airports and Airlines
- Unit 13: Hospitality in the Travel and Tourism Industry.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- work experience
- opportunities to visit and experience travel and tourism organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research skills.

Unit 3: Development of the Travel and Tourism Industry

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will understand how the travel and tourism industry has evolved and how it continues to develop in response to new technologies, lifestyle changes and external factors.

Unit introduction

The travel and tourism industry is dynamic and creative. It continues to develop new technologies and create exciting new travel experiences to cater for the changing expectations of different generations of travellers.

In this unit you will explore developments that have shaped the travel and tourism industry. You will investigate how different types of holidays have developed, the wide range of specialist holidays now on offer and how destinations have reinvented themselves to meet changing needs. Transport and accommodation developments will be reviewed, and you will see how different sectors in the travel and tourism industry have embraced innovations in technology.

You will examine lifestyle changes that have impacted the travel and tourism industry and current trends that move the industry forward.

There are many external factors that have affected the industry in recent times. You will investigate how they have impacted organisations and you will find that this is a resilient industry where organisations are constantly facing up to the challenges presented to them.

When studying this unit, you are encouraged to take an interest in current events that affect the industry and to be observant of new developments and technologies that continue to shape the travel and tourism industry.

Learning aims

In this unit you will:

- A** Explore the developments that have shaped the travel and tourism industry
- B** Explore how lifestyle changes and trends have affected the travel and tourism industry
- C** Investigate how external factors have impacted the travel and tourism industry.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the developments that have shaped the travel and tourism industry	A1 Developments in holidays, destinations and resorts A2 Developments in transport A3 Developments in accommodation A4 Technological developments A5 Developments in horizontal and vertical integration	Training materials to explore the developments that have shaped the travel and tourism industry. A report on lifestyle changes and current trends, and their links to developments.
B Explore how lifestyle changes and trends have affected the travel and tourism industry	B1 Lifestyle changes B2 Current trends affecting travel and tourism B3 Links between lifestyle changes and developments in the travel and tourism industry B4 Links between trends and developments in the travel and tourism industry	
C Investigate how external factors have impacted the travel and tourism industry	C1 Economic factors C2 Political factors C3 Environmental factors C4 Social factors C5 Impact of factors	A multimedia presentation examining the different factors that have impacted the travel and tourism industry and how the industry responds.

Content

Learning aim A: Explore the developments that have shaped the travel and tourism industry

A1 Developments in holidays, destinations and resorts

- Developments in holidays, e.g.:
 - early developments of package holidays and tours
 - growth of mass market
 - specialist holidays, e.g. sports, adventure, nature tourism, special interests, health and well-being.
 - different types of holiday such as all-inclusive, city breaks, long-haul, cruising.
- Developments in destinations and resorts, e.g.:
 - development of purpose-built resorts
 - decline and regeneration of traditional seaside resorts
 - development of themed destinations.

A2 Developments in transport

- Aircraft technology, e.g. aircraft innovations, in-flight products and services, growth of low-cost airlines, growth of airports, sustainability.
- Rail transport, e.g. autonomous trains, high-speed rail systems, sustainability.
- Sea transport, e.g. mega cruise ships, expedition ships, luxury ships, sustainability.

A3 Developments in accommodation

- Different types of accommodation, e.g. boutique hotels, Airbnb, glamping, capsule hotels, authentic experiences.
- Products and services, e.g. smart rooms, self-check-in kiosks, mobile guest portals, seamless connectivity.

A4 Technological developments

- Booking systems, e.g. computer reservations systems, internet facilities/mobile applications, ticket collection points.
- Visitor management systems, e.g. electronic information boards/signage, controlled gates, managed visitor flows, staff communication – mobile phones/pagers/two-way radio.
- Digital accessibility, e.g. apps and smartphones for easy access to travel and tourism information and bookings.
- Social media, e.g. promotion, review sites.
- Technological features, e.g.:
 - interactive displays/virtual reality tours/audio tours
 - guiding methods – professional tourist guides with audio system, personal interpretation, video screenings, enactment, guidebooks and brochures
 - free apps for mobile devices
 - special effects, animation and simulation, e.g. The Pearl Tower in Shanghai, Burj Khalifa in Dubai.

A5 Developments in horizontal and vertical integration

- Horizontal examples, e.g. acquisitions and mergers between two tour operators.
- Vertical examples, e.g. acquisitions and mergers of airlines and tour operators.
- Reasons for integration, e.g. to offer a wider variety of products and services, strengthen the organisation, increase expertise, allow economies of scale, increase international trade.

Learning aim B: Explore how lifestyle changes and trends have affected the travel and tourism industry

B1 Lifestyle changes

- Lifestyle changes, e.g.:
 - increases in paid holidays
 - more disposable income
 - flexible working patterns and working from home
 - cash-rich, time-poor
 - increased leisure time
 - digitalisation
 - Millennials.

B2 Current trends affecting travel and tourism

- Trends, e.g.:
 - health and fitness, e.g. sports tourism
 - environment and sustainability, responsible tourism
 - digital accessibility
 - overseas second home ownership
 - multi-generational holidays
 - 'bleisure' – blending of business and leisure travel
 - 'experience' and adventure tourism
 - staycations.

B3 Links between lifestyle changes and developments in the travel and tourism industry

- Links between lifestyle changes and developments, e.g.:
 - increases in paid holidays and the growth of package holidays
 - increase in cash-rich time-poor and city breaks.

B4 Links between trends and developments in the travel and tourism industry

- Links between trends and developments, e.g.:
 - digitalisation and growth of low-cost airlines
 - multi-generational and the growth of all-inclusive holidays
 - 'bleisure' and technology-driven hotels.

Learning aim C: Investigate how external factors have impacted the travel and tourism industry**C1 Economic factors**

- Economic, e.g.:
 - oil/fuel prices
 - fluctuating currency rates
 - recession.

C2 Political factors

- Political, e.g.:
 - civil unrest
 - war or terrorism
 - tourist taxes and visas.

C3 Environmental factors

- Environmental, e.g.:
 - carbon footprint
 - climate change
 - natural disasters, e.g. tsunamis, hurricanes, earthquakes
 - pandemics
 - sustainable tourism.

C4 Social factors

- Social, e.g.:
 - unemployment
 - demographics, e.g. ageing population, decrease in families with children.

C5 Impact of factors

- Impact (including data), e.g.:
 - increase/decrease in prices
 - withdrawal/introduction of destinations
 - repatriation of customers
 - disruption to travel
 - growth/decline in sales
 - collapse of tourist organisations, e.g. airlines and tour operators
 - emergence of new organisations
 - withdrawal/introduction of products and services.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the developments that have shaped the travel and tourism industry		AB.D1 Evaluate links between developments, lifestyle changes and trends that have shaped the travel and tourism industry.
A.P1 Summarise the developments of holidays, resorts and destinations that have shaped the travel and tourism industry.	A.M1 Explain how developments and technology have shaped the travel and tourism industry, with examples.	
A.P2 Describe transport, accommodation and technological developments that have shaped the travel and tourism industry.		
A.P3 Describe developments in horizontal and vertical integration in the travel and tourism industry.		
Learning aim B: Explore how lifestyle changes and trends have affected the travel and tourism industry		
B.P4 Describe lifestyle changes and trends that affect the travel and tourism industry.	B.M2 Explain how lifestyle changes and trends have shaped the travel and tourism industry, with examples.	
Learning aim C: Investigate how external factors have impacted the travel and tourism industry		C.D2 Evaluate how the travel and tourism industry has responded to the challenges created by different external factors.
C.P5 Describe how different external factors have impacted the travel and tourism industry.	C.M3 Analyse the impact of external factors on the travel and tourism industry.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, A.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to the internet to allow them to research travel and tourism organisations.

This unit provides many opportunities for learners to carry out research on developments within the travel and tourism industry. Centres should develop links with local travel and tourism organisations such as travel agencies, transport or accommodation providers.

Essential information for assessment decisions

The travel and tourism industry continues to develop, and the examples provided in the unit content are for guidance only. Evidence from learners should include new developments and technologies, lifestyle changes and new trends as they evolve during the lifetime of this qualification.

Learners can base their evidence on the travel and tourism industry globally or focus on one or more countries of their choice for their assessed work.

Learning aims A and B

For Distinction standard, learners must evaluate the links between developments, lifestyle changes and trends that have shaped the travel and tourism industry. Learners should use examples from their own research and experience to support their evaluation.

For Merit standard, learners must explain with examples how developments, lifestyle changes and trends have shaped the travel and tourism industry. Their explanation should include detailed coverage of at least three developments from holiday destinations and resorts, transport, accommodation and technology.

The explanation will also include, with examples, how at least two lifestyle changes and two trends have shaped the travel and tourism industry.

For Pass standard, learners should summarise developments in holidays, destinations and resorts that have shaped the travel and tourism industry, leading to the wide range of holidays available today.

Learners should describe technological, transport and accommodation developments that have shaped the travel and tourism industry with examples. Timelines could be used to support written or verbal evidence, together with suitable images, for example images of airplanes showing how aviation has progressed over the years.

Learners should describe development in horizontal and vertical integration that have shaped the travel and tourism industry, for example how parts of the industry are dominated by large integrated organisations.

Learners will describe at least two lifestyle changes and two trends that have affected the travel and tourism industry, within the last five years.

Learning aim C

For Distinction standard, learners must evaluate how the travel and tourism industry has responded to the challenges created by external factors that have had a significant impact on the industry in the last five years. Evidence can be based on two of the factors already described and analysed. They should look at the ways the travel and tourism industry has responded to the challenges, giving examples from different organisations. Learners should use statistical data, reports and news articles to support their evaluation. A reasoned conclusion will be evident which will identify whether the response to the challenges were mainly positive or negative overall. The use of statistical data is to be encouraged.

For Merit standard, learners need to analyse the extent to which the four factors have impacted the industry. The analysis should detail how and why these factors have had an impact and whether the impacts are positive or negative. Work should be supported with examples from within the last five years.

For Pass standard, learners should identify factors that have impacted the travel and tourism industry. These should be factors that have affected the travel and tourism industry in the last five years. For the purposes of assessment learners should select one factor that has had a significant impact on the sector from each of the four areas listed in the content (economic, political, environmental and social). In each case, learners should review the factor and describe the impact that it has had on the sector, for example how it has affected different types of organisations, impacted visitor numbers, disrupted travel etc.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 5: Travel Planning
- Unit 7: Customer Service Skills, Processes and Digital Technologies in Travel and Tourism
- Unit 10: Exploring Airports and Airlines
- Unit 13: Hospitality in the Travel and Tourism Industry.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- visits to appropriate travel and tourism organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 4: Global Holiday Destinations

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **60**

Unit in brief

Learners will investigate global holiday destinations, their location and how to travel to them. They will consider how the appeal of destinations to different types of visitor may be influenced by features and the climate.

Unit introduction

Holiday destinations are central to the travel and tourism sector. You will gain an understanding of the vast array of global holiday destinations and their features.

In this unit you will investigate global holiday destinations and use a range of resources to research their location and accessibility, including the different travel options, transport routes, links and gateways used by visitors to access them. You will investigate different types of visitors and evaluate how the accessibility of destinations may influence their appeal for visitors travelling to destinations from international gateways. You will research information on the climate of global destinations and gain an understanding of the different influences climate may have on destinations and on their appeal for visitors. You will investigate the key features of different global holiday destinations and evaluate how these features contribute to their appeal as global holiday destinations. Through the study of this unit, you will make recommendations on the suitability of destinations to meet the requirements of different types of visitors.

This unit enables you to develop your research and evaluative skills and will help prepare you for a career in travel and tourism. You will gain an increased awareness of the global distribution of holiday destinations, different climatic influences and other factors influencing their appeal.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Investigate the location and accessibility of global holiday destinations
- B** Understand how climate can influence the appeal of global holiday destinations for visitors
- C** Examine how features can contribute to the appeal of global holiday destinations for visitors.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the location and accessibility of global holiday destinations	A1 Location of global holiday destinations A2 Influence of accessibility on the appeal of global holiday destinations	This unit is assessed through a Pearson Set Assignment.
B Understand how climate can influence the appeal of global holiday destinations for visitors	B1 Climate and global holiday destinations B2 Influence of climate on the appeal of global holiday destinations	
C Examine how features can contribute to the appeal of global holiday destinations for visitors	C1 Features that contribute to the appeal of global holiday destinations C2 Appeal of global holiday destinations for different types of visitor	

Content

Learning aim A: Investigate the location and accessibility of global holiday destinations

A1 Location of global holiday destinations

- Location of holiday destinations in relation to the Earth's major physical features:
 - continents – North America, South America, Europe, Africa, Asia, Australasia
 - the equator, Tropic of Cancer, Tropic of Capricorn, the poles, northern hemisphere, southern hemisphere
 - oceans – Pacific, North Atlantic, South Atlantic, Arctic, Indian, Southern
 - major rivers, e.g. Mississippi, Nile, Ganges, Mekong, Amazon
 - major seas/lakes, e.g. Baltic, Arabian, Mediterranean, Caribbean, Lake Superior, Lake Victoria, Lake Tanganyika
 - mountains/mountain ranges, e.g. Everest, Kilimanjaro, Himalayas, Andes, Rockies
 - other, e.g. deserts, forests, rainforests.
- Location in relation to countries/states, major cities and key tourist receiving areas of the world:
 - North America, e.g. United States of America, Florida, Orlando, Miami, Nevada, Las Vegas, Canada, Banff National Park, Alberta, Toronto, Vancouver
 - South America, e.g. Peru, Machu Picchu, Lima, Brazil, Rio de Janeiro
 - Europe, e.g. France, Paris, Alps, Riviera, Spain, Madrid, Barcelona, Costa del Sol
 - Africa, e.g. South Africa, Cape Town, Morocco, Marrakech, Atlas Mountains, Sahara Desert
 - Asia, e.g. Cambodia, Phnom Penh, Angkor Wat, Japan, Tokyo, Mount Fuji, UAE, Dubai
 - Australasia, e.g. Australia, New South Wales, Sydney, Byron Bay, Queensland, Gold Coast, Cairns.

A2 Influence of accessibility on the appeal of global holiday destinations

Global holiday destinations need to be easily accessible to international visitors through gateway entry points and onward travel links. Equally, some destinations that are less accessible may have their own appeal for the more adventurous visitors. In general, appeal will be influenced by the potential advantages and disadvantages of the travel options, transport routes and links, to access the destination and meet requirements/needs of different visitors.

- Accessibility of global holiday destinations and location of international gateway entry points.
- Travel options – transport links and routes between global holiday destinations and other international gateways outside the country, e.g.:
 - frequency
 - carriers
 - journey times
 - length of journey
 - costs
 - changes/stopovers.

- Influence of accessibility on appeal – potential advantages and disadvantages of travel options – transport links and routes, e.g.:
 - ease of travel
 - convenience
 - comfort levels
 - speed
 - safety
 - cost.

Learning aim B: Understand how climate can influence the appeal of global holiday destinations for visitors

B1 Climate and global holiday destinations

Climate is the long-term pattern of weather in a particular region. Weather can change from hour-to-hour, day-to-day and month-to-month.

Climate graphs show the climate features of global holiday destinations, often for each month of the year.

- Climate features of global destinations – average temperature, precipitation (rain, drizzle, hail, sleet, snow), windiness, humidity, cloud cover/sunshine hours, air pressure.
- Factors affecting the climate of global destinations:
 - latitude – equator, Tropic of Cancer, Tropic of Capricorn, poles, southern hemisphere, northern hemisphere
 - altitude – height above sea level
 - distance from sea, location on a continent, hemisphere, prevailing winds/ wind direction.
- Climatic variations, e.g. monsoon, hurricanes, cyclones, storms, high winds, heavy/no rainfall, extreme temperatures.

B2 Influence of climate on the appeal of global holiday destinations

The climate and associated weather patterns can influence the appeal of global holiday destinations in many ways. They can create conditions suitable for specific activities and affect comfort levels for visitors yet also potentially cause damage and risks to personal safety that may deter visitors.

- Influences:
 - seasonal activities – peak/off-peak seasons
 - times of year to avoid visiting – monsoon seasons, hurricane seasons, wet season, dry season
 - best time of year to visit – snowfall for skiing, warm and sunny for relaxing, dry with low humidity for comfort
 - disruption to travel – cancellations, repatriation, effect on visitor numbers, personal safety, restricted seasons
 - location of destination in relation to visitors' home country and time of year for travel.

Learning aim C: Examine how features can contribute to the appeal of global holiday destinations

C1 Features that contribute to the appeal of global holiday destinations

- Natural features, e.g. woodland/forest, beaches, lakes, rivers, mountains.
- Visitor attractions, e.g. theme parks, museums, historical sites, heritage sites, religious sites, water parks.
- Range of accommodation, e.g. hotels, guest houses, campsites, apartments, villas, holiday village/park.
- Local traditions and culture, e.g. events, festivals, local food, religious practices, traditional values and lifestyles.
- Facilities, e.g. local transport, shops, nightlife, entertainment, excursions, local markets, venues – concerts/events/sports, health and leisure.

C2 Appeal of global holiday destinations for different types of visitor

The appeal of global holiday destinations is influenced by many factors such as the type of visitor and the reason for travel. Some destinations with unique features may appeal to a particular type of visitor, while other destinations with a wide range of features may appeal to a wider range of visitor types with different reasons for travel.

- Different types of visitor and reasons for travel:
 - visitor types:
 - families, e.g. different ages and structures, e.g. family with young children, single parent with teenager, extended family
 - individuals, couples, solo travellers, retirees, semi-retired
 - groups, e.g. common/special interest, students, different ages
 - visitors with special requirements, e.g. mobility, hearing, visual, language, equipment, assistance
 - reasons for travel, e.g.
 - relaxation, pleasure
 - health
 - new experiences
 - exploration and discovery
 - activities
 - sport
 - religious
 - cultural
 - education.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the location and accessibility of global holiday destinations		A.D1 Evaluate the influence of accessibility on the appeal of global destinations for given visitors travelling from specified international gateways.
A.P1 Describe the location of global holiday destinations. A.P2 Describe the accessibility of global holiday destinations.	A.M1 Compare the accessibility of global holiday destinations from specified international gateways.	
Learning aim B: Understand how climate can influence the appeal of global holiday destinations for visitors		
B.P3 Describe the climate of global holiday destinations. B.P4 Explain the influences of climate on the appeal of global holiday destinations.	B.M2 Analyse how climate can influence the appeal of global holiday destinations.	
Learning aim C: Examine how features can contribute to the appeal of global holiday destinations for visitors		C.D2 Evaluate the features of global holiday destinations that contribute to their appeal for given visitors, recommending the most suitable destination to meet their requirements.
C.P5 Describe the features influencing the appeal of global holiday destinations. C.P6 Explain the appeal of global holiday destinations for different types of visitor.	C.M3 Analyse how features contribute to the appeal of global holiday destinations for different types of visitor.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit. Learners will need access to the internet to carry out independent research.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will produce a comprehensive evaluation of the influence of accessibility on the appeal of the given global holiday destinations related to given visitors travelling from a specified gateway. The evaluation will consider two options for travel to each global holiday destination from the specified gateway and will look in depth at the suitability and appeal to the given visitor. Depending on the destination, one method of transport and two different routes may be considered. The evaluation will be convincing, with appropriate research evidenced by the use of specific details for each option, to include international gateways, entry points and any changes or stopovers. For each travel option, learners must include the names of transport operators and details of at least four of the following elements: frequency of services, costs, ease of travel, comfort levels, convenience, safety, time and length of journey. Learners will evaluate the influence of accessibility on each destination's appeal by considering the advantages and disadvantages of individual aspects of all the travel options, with links to the suitability for the given visitor. The evaluation will be well considered, with valid judgements. Learners will produce a conclusion of their findings to recommend which destination would be the most appealing for the given visitor in terms of its accessibility. Learners will articulate their views fluently, concisely and precisely.

For Merit standard, learners will produce a clear and detailed comparison of the accessibility of the given global holiday destinations. They will consider the similarities and differences of two options for travel to each destination from a specified gateway. Depending on the destination, one method of transport and two different routes may be considered. The comparison will be supported by specific details for each option that must include the names of transport operators and at least three of the following elements: frequency of services, costs, ease of travel, comfort levels, convenience, safety, time and length of journey. Evidence may be unbalanced, with some options examined in more depth and detail than others. Overall, the comparison will be objective and well reasoned. The evidence will be well structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will describe the location of the given global holiday destinations in relation to at least three of these aspects: continent, country/state, major cities, tourist-receiving areas, nearest international gateway/entry point and the earth's major physical features. Some details of the accessibility of the given global holiday destinations in relation to options for travel from the specified gateway will be provided. These will be mainly focused on journey times and costs. There may be some minor irrelevancies.

Learning aim B

For Merit standard, learners will provide a clear and detailed analysis of the influence of climate on the appeal of each given global holiday destination for visitors. A range of climate features will be used to support the analysis, including at least three from: average temperature, precipitation, windiness, humidity, cloud cover/sunshine hours, air pressure. The analysis will consider at least two of the ways in which climate may influence destinations, such as seasonal activities, times of year to visit or avoid, time of year for travel, location in relation to a visitor's home country, and potential disruptions and their effects. The analysis will be objective and views will be substantiated. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will describe the climate of each given global holiday destination. Learners will describe the climate of each given global holiday destination. They will provide an explanation of the influence of climate on the appeal of each destination for the visitor. Their explanation will include some consideration of the climate in the given months. Evidence will show some understanding in terms of climate features, seasonality, best times to visit and potential disruption. There may be some generic aspects and irrelevancies, although these will be minor.

Learning aim C

For Distinction standard, learners will produce a realistic and comprehensive evaluation of the features that contribute to the appeal of each given global holiday destination for a given visitor. Learners will consider each destination's appeal linked to the requirements of the given visitor and reasons for travel. The evaluation will be sustained and focused on the features that are fully relevant to the appeal of each destination and the visitor requirements. Learners will give specific details and examples of a range of features for each destination, such as natural features, visitor attractions, range of accommodation, local traditions and culture, and facilities. The evaluation will be balanced and well considered, with valid judgements. Learners will produce a conclusion of their findings that includes a recommendation of the destination that would be the most suitable for the given visitor with regards to its features. Learners will articulate their views fluently, concisely and precisely.

For Merit standard, learners will produce a clear and detailed analysis of the features that contribute to the appeal of each given global holiday destination. Learners will have discriminated from all features that exist to those that are important in giving each destination its appeal for two different types of visitors. Examples of specific features will be used to substantiate the analysis and will be appropriate for the different types of visitors considered. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will describe the features of each destination and explain how these features make the destination appealing to different types of visitors. Learners will show some understanding of the relevant features that attract visitors to each global holiday destination. There may be some generic aspects, although these will be minor.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resource to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 5: Travel Planning
- Unit 8: Your Country as a Tourist Destination
- Unit 12: Cruise and Tourist Rail Experiences.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 5: Travel Planning

Level: 2

Unit type: **Pearson-set Assignment**

Guided learning hours: **30**

Unit in brief

Learners will investigate travel options for journeys outside their own country, including international gateways, plan a visit for a customer brief and provide important information for worldwide travellers.

Unit introduction

The travel and tourism industry is fundamentally about the movement of people from tourist generating areas to tourist receiving areas. Journeys vary in length, some covering short distances within one country, others involving travel across oceans and continents. In this unit you will research details for a range of travel options and international gateways for journeys and evaluate the most suitable option for different customer needs and circumstances.

You will plan a visit to match a customer brief and justify the reasons for components selected in a travel plan that you will produce. To accompany the travel plan you will provide customers with important information about their visit and travel arrangements and justify the reasons for your choice of information provided from all that you researched. You will research worldwide time differences for the visit and consider the effect on customers of travelling across time zones.

The wide range of skills and knowledge you develop in this unit will help you to progress in your travel and tourism career.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Investigate travel options and international gateways
- B** Plan a visit for customers travelling worldwide
- C** Provide information for customers travelling worldwide.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate travel options and international gateways	A1 Travel options A2 International gateways for worldwide travel	This unit is assessed through a Pearson Set Assignment.
B Plan a visit for customers travelling worldwide	B1 Components of a travel plan B2 Create a travel plan for a specified customer brief	
C Provide information for customers travelling worldwide	C1 Important information for customers C2 Travel across time zones	

Content

Learning aim A: Investigate travel options and international gateways

Travel planning involves using different sources of information to research travel options, routes, transport methods, operators and costs. Comparisons can be made between travel options and international gateways for suitability for customers based on a range of factors.

A1 Travel options

- Transport methods – air, rail, sea (except landlocked countries), road.
- Transport operator:
 - air – scheduled/chartered; budget/luxury
 - rail – scheduled, luxury, heritage
 - sea – ferry operators, cruise companies
 - road – coach operators; bus companies, self-drive car hire/own vehicle, taxis.
- Factors influencing suitability of travel options:
 - services, e.g. choice of travel class, comfort – legroom/seat dimensions, food/drink, entertainment, staff, assistance
 - convenience, e.g. departure/arrival points, total journey time, direct services/number of changes, frequency of services
 - cost – total/individual costs, discounts and extras
 - matched to the needs, requirements and circumstance of different types of customers, e.g.:
 - families - extended, with young children/infants/teenagers, single parent
 - groups of different sizes/ages/interests
 - customers – different ages, young people, seniors
 - solo travellers
 - business travellers.
- Sources of information – paper- and web-based timetables, maps, visitor centres and tourist boards or agencies.

A2 International gateways for worldwide travel

Travel planning for journeys requires consideration of the location of international gateways and the passenger facilities provided for customers.

- Location and names of major international gateways across the world's continents:
 - North America, South America, Europe, Africa, Asia, Australasia
 - gateways – international airports, ferry and cruise ports, rail terminals for international connections.
- Passenger facilities available at international gateways, e.g.:
 - safety and security
 - shopping
 - catering
 - lounge areas
 - information
 - accessibility, assistance
 - accommodation
 - onward travel options

- specific for different types of customer and their needs, e.g.:
 - business
 - religious/faith
 - children/infants/babies
 - language.

Learning aim B: Plan a visit for customers travelling worldwide

B1 Components of a travel plan

The components of a travel plan will vary depending on the nature of the visit, who is travelling, the purpose of travel and choice of destination.

- General details:
 - travel dates and duration
 - party details – size, composition – number of adults, ages of children and infants
 - type of visit – holiday, tour, multicentre, business
 - travel organiser and contact details
 - total costs, optional extras
 - gateways – departure/arrival.
- Outward travel arrangements:
 - departure date and time
 - travel to departure point – method, transport operator and length of journey
 - travel from departure point
 - method, transport operator, length of journey
 - service booked, codes, numbers, terminals
 - seating arrangements, catering, assistance.
- Onward travel arrangements:
 - method, transport operator and length of journey
 - estimated time of arrival.
- Return travel arrangements:
 - departure date and time
 - travel to departure point – method, transport operator and length of journey
 - travel from departure point
 - method, transport operator length of journey
 - service booked, codes, numbers, terminals
 - seating arrangements, catering, assistance.
- Some travel plans may only contain transport and travel details; others will require more details on tourism and for instance if a holiday or tour is requested and may include extra services such as:
 - accommodation – room type – single, twin, double, king, deluxe, suite, executive
 - meal arrangements – bed and breakfast (B&B), half board, full board, all-inclusive, room only, self-catering
 - activities – day trips, guided tours, excursions, recreational activities
 - extra charges – car hire, private transfer, children's clubs, upgrades, personalised packages.

B2 Create a travel plan for a specified customer brief

A travel plan must take account of customer needs, requirements and circumstances. These details are contained in a customer brief.

- Customer brief – summarises the customer requirements that will need to be met by a travel plan, including:
 - main purpose of visit – relaxation, activities, interests, experiences, business
 - number in the party
 - dates of travel
 - length of visit
 - destination
 - travel needs – type of transport/departure point
 - accommodation type
 - meal arrangements
 - room requirements – twin, family, single, double, king, suite, executive
 - extras – views, special requests, parking, transfers.

Learning aim C: Provide information for customers travelling worldwide

Customers travelling to worldwide destinations need to be informed about factors such as safety and security, restrictions, procedures and other requirements for travel. They also need to be aware that international travel may involve crossing time zones and the effects this may have.

C1 Important information for customers

- Information:
 - destination entry requirements – up to date/valid passports and visas
 - documentation – tickets/e-tickets, driving licence, reservation references, vouchers
 - timings – 24-hour clock
 - check-in/boarding/arrival times
 - currency – exchange rates, cash, credit/debit cards, currency card
 - language, customs
 - mobile technology – chargers, international roaming bundles, travel apps
 - insurance – personal, car
 - baggage allowance.
- Safety advice:
 - security restrictions – liquids, cabin allowances
 - medication
 - emergency contacts
 - assistance – travelling with infants/large items/equipment/wheelchair users.

C2 Travel across time zones

- Travel across time zones and the possible effects on travellers:
 - time zones and time differences for journeys to worldwide destinations, e.g.
 - travelling across eastern and western hemispheres
 - travelling through different time zones losing and gaining time
 - crossing the International Date Line and losing or gaining a day
 - jet lag – symptoms; measures to minimise, e.g. arrival time, choice of destination, direction of travel, duration of stay, body clock.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate travel options and international gateways		A.D1 Recommend the most suitable travel option for a given journey and a specified customer.
A.P1 Describe travel options for a given journey. A.P2 Explain how passenger facilities provided at international gateways accessed for a given journey meet the needs of customers.	A.M1 Assess the suitability of travel options, including passenger facilities offered at international gateways for a given journey and a specified customer.	
Learning aim B: Plan a visit for customers travelling worldwide		BC.D2 Justify the reasons for your choice of information provided for the specified customer and the reasons for your choice of the individual components in your travel plan, from all those you researched.
B.P3 Create a basic travel plan for a given customer brief.	B.M2 Create a comprehensive travel plan for a given customer brief.	
Learning aim C: Provide information for customers travelling worldwide		
C.P4 Present information for customers travelling to a worldwide destination. C.P5 Identify time differences for a given journey across different time zones.	C.M3 Explain the important information provided for a given customer brief. C.M4 Explain the effects of travelling across different time zones and how to minimise them for a given customer brief.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit. Learners will need access to the internet for independent research.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will produce a thorough and well-reasoned recommendation of the travel option that is the most suitable for a specified customer and journey. The recommendation will be based on two travel options and two different transport methods accessing at least two international gateways. A range of at least five factors influencing the suitability of each of the travel options will have been considered, relating to service, convenience and cost. Details of transport operators will be included and there will be sustained links to the specific details of each travel option and for each international gateway.

Learners will refer to specific aspects that meet the requirements of the specified customers. Learners will present their views fluently, concisely and precisely and provide reasoned, valid judgements.

For Merit standard, learners will produce a detailed and balanced assessment of the suitability of each travel option for a given journey and specified customer. This will include an assessment of the passenger facilities provided at the international gateways accessed for the journey. Two different transport methods and at least two international gateways will be considered, with details of transport operators included. The assessment will include consideration of service, convenience and cost factors influencing suitability of travel options, with consideration of key passenger facilities at the international gateways to meet the needs of customers. The assessment will be well considered and objective. Learners will apply structure to their response and make good use of appropriate terminology.

For Pass standard, learners will describe two travel options for a given journey and explain how the facilities offered by at least two international gateways accessed for the journey meet the needs of customers. Some specific details will be provided, while there may be some omissions, these will be minor.

Learning aims B and C

For Distinction standard, learners will justify their choice of information for the specified customer. They will produce a well-reasoned and valid justification of the components selected for the travel plan with considered reasons given for decisions made and options discounted. Justifications will be supported by links made to the customer brief and specific elements, including some less obvious considerations reflecting a high level of understanding. Learners will articulate their reasoning concisely and fluently.

For Merit standard, learners will produce a comprehensive travel plan for the customer brief. The travel plan will be realistic and match customer needs, containing a range of information across each component. Learners will produce a clear and detailed explanation of what additional information is required for the visit and why it is important. There will be an explanation of the time differences of the journey and the possible effects of travelling across different time zones. Specific details will be provided along with a realistic explanation of how possible effects may be reduced. The explanations will be fully focused on the specifics of the visit and journey.

For Pass standard, learners will produce a basic travel plan for the customer brief. The travel plan will include brief details for each component and may not clearly reflect some of the needs as given in the customer brief. Learners will present important information for the customer including safety advice. Learners will give details of the time differences the given journey will involve such as time zones, hours lost/gained and the length of journey in relation to time differences. There may be some irrelevancies and omissions but these will be minor and understanding will be evident.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resource to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 4: Global Holiday Destinations
- Unit 12: Cruise and Tourist Rail Experiences.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 6: Exploring Marketing in Travel and Tourism

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **30**

Unit in brief

Learners will focus on understanding the concept of marketing mix strategies and the factors that create brand image while having an opportunity to produce promotional material or a promotional activity.

Unit introduction

Marketing is an important focus for every successful travel and tourism organisation, where products, services and the expectations of customers are constantly changing. A successful travel and tourism organisation is one that creates a strong brand identity and considers how it can be best placed to influence customers to purchase its products and services.

In this unit you will explore marketing in the context of travel and tourism and gain an understanding of the marketing mix (also known as the 4Ps) and of the factors and features that contribute to a recognisable brand image.

You will apply design principles in the production of an item of promotional material or a promotional activity aimed at meeting specific marketing objectives.

This unit gives you the opportunity to demonstrate research skills while investigating marketing mix strategies and brand images of named travel and tourism organisations. You will also develop your design skills as you produce an item of promotional material or a promotional activity. You will gain the underpinning knowledge needed to progress to further education courses requiring knowledge of marketing, such as Level 3 qualifications in travel and tourism, transport, leisure, hospitality or business studies.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Investigate marketing mix strategies in travel and tourism organisations
- B** Explore brand image in travel and tourism organisations
- C** Produce travel and tourism brand image, promotional materials and activities.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate marketing mix strategies in travel and tourism organisations	A1 Products and services of travel and tourism organisations A2 Marketing mix strategies in travel and tourism organisations A3 Target markets and their needs	This unit is assessed through a Pearson Set Assignment.
B Explore brand image in travel and tourism organisations	B1 Brand image of travel and tourism organisations	
C Produce travel and tourism brand image, promotional materials and activities	C1 Producing a brand image C2 Marketing aims of promotional materials and activities C3 Promotional materials and activities in travel and tourism C4 Principles of design for promotional materials and activities	

Content

Learning aim A: Investigate marketing mix strategies in travel and tourism organisations

Travel and tourism organisations use the marketing process to generate interest in products and services. Marketing involves researching, promoting, selling, and distributing products or services.

The 'marketing mix' is a good starting point for travel and tourism organisations when planning the launch or relaunch of a product or service. The marketing mix is a set of factors that can influence consumers to purchase products and services. Also known as the '4Ps', the aim of the marketing mix is to get the right product, at the right price, sold through the right place, with promotion that reaches the target market.

A1 Products and services of travel and tourism organisations

- Different types of travel and tourism organisation categorised under the following industry components:
 - accommodation providers
 - transport operators
 - visitor attractions
 - tour operators
 - travel agents
 - tourism development, promotion and guiding services
 - ancillary providers.
- Products and services offered to meet customer needs:
 - products: items that are manufactured and sold by travel and tourism organisations to meet the needs of customers:
 - tangible products (physical items), e.g. a hotel room, an airline seat
 - intangible products (unable to be touched or seen), e.g. travel insurance, a package holiday
 - services: actions that are done on behalf of a customer, e.g. a booking service, room service.

A2 Marketing mix strategies in travel and tourism organisations

- The marketing mix (4Ps): Product, Price, Place, Promotion.
- Product – nature of product, services, features, benefits and unique selling points (USPs).
- Price – the selling price, pricing strategies (peak and off-peak), considering customer perception of value, promotional pricing, competitor pricing.
- Place – physical location, accessibility and distribution channels (face to face, the internet, telephone sales and supply chains/marketing channels).
- Promotion – techniques and materials, e.g. advertising, public relations, sales promotion, direct marketing, sponsorship, displays, leaflets/brochures, social media pop-ups, merchandising, direct mailshots, press releases, promotion in local, regional, national and international markets.

A3 Target markets and their needs

- Target markets and needs:
 - target markets identified by segment, e.g. socio-economic group, age, lifestyle and family circumstances, groups, ethnic groups, religious groups, geography, behaviours
 - target markets identified by needs, e.g. families with children, solo travellers, special interests, groups, families, couples, corporate travellers, different age groups, different cultures/ethnicities, customers with specific needs
 - different needs, e.g. products and services to meet specific objectives, budget, convenience, experience, reliability, safety, efficiency.

Learning aim B: Explore brand image in travel and tourism organisations

Travel and tourism organisations create a brand image in order to influence the way in which they are perceived by potential customers. Factors such as reputation, customer reviews and media coverage can also influence an organisation's brand image.

B1 Brand image of travel and tourism organisations

- Features and factors that build brand image, e.g.:
 - mission statement
 - reputation
 - language and tone used in communications
 - company name, logo and tagline
 - packaging and labelling
 - price range of products
 - marketing materials, campaigns and channels
 - customer feedback/reviews
 - celebrity endorsements
 - advertising slogans and messages
 - employee uniform, e.g. formal, casual, none
 - aesthetic style, e.g. fonts, colours, images
 - business premises signage and quality of décor/furnishings
 - first impressions created by employees
 - competitive positioning, e.g. within a specific niche/within the travel and tourism industry
 - customer service and support levels
 - media coverage.
- Nature of brand image, e.g.:
 - reliable, unreliable
 - on trend, old-fashioned
 - friendly, rude
 - value for money, cheap, expensive
 - innovative, conservative
 - customer focused, profit hungry
 - eco-friendly, environmentally unfriendly
 - excellent customer service, poor customer service
 - informal, formal.

- Importance of brand image, e.g.:
 - role in the success or failure of travel and tourism organisations
 - instant recognition
 - increased customer numbers
 - increased turnover.

Learning aim C: Produce travel and tourism brand image, promotional materials and activities

Promotional materials and activities are used to raise brand awareness and engage the customer. In order to be effective, promotional materials and activities should be professionally presented, aimed at the target market, meet the marketing aims and objectives, and include all necessary information.

C1 Producing a brand image

- Producing a brand image for a travel and tourism organisation including the organisation's name and logo, mission statement, advertising slogan and message.

C2 Marketing aims of promotional materials and activities

- Marketing aims, e.g. to reach a specific target market, increased number of customers, improved brand awareness, increased sales, more repeat business, new product/service introduction, raised awareness of offers and promotions.

C3 Promotional materials and activities in travel and tourism

- Different types of promotional materials and activities, e.g.:
 - promotional materials, e.g. leaflets, brochures, door hangers, flyers, posters, banners, direct mail/email, endorsements on portable items and clothing, advertisements such as newspaper/ magazine
 - promotional activities, e.g. presentations, blogs, vlogs, advertisements such as television/radio/magazine/online, demonstrations, public speaking, presence at trade fairs, landing page (a page on a website dedicated to a specific promotion), Call-To-Action (CTA) asking potential customers to become involved in a campaign, e.g. a social media request to share a photo featuring a product and a specified #hashtag, resulting in a reward
 - factors for consideration, e.g. key objectives of the material and activities, most appropriate promotional activities/materials to be used, target audience, appropriate methods or platforms for material and communication distribution, information to be communicated (e.g. product/service detail, price, where to buy, dates of event), headlines; images; typography.

C4 Principles of design for promotional materials and activities

- Principles of design, e.g.:
 - AIDA (Attention, Interest, Desire, Action) for checking that promotional materials and activities will attract customers and encourage purchase of the product or use of the service
 - KISS (Keep It Short and Simple).

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate marketing mix strategies in travel and tourism organisations		AB.D1 Recommend ways a travel and tourism organisation can adapt its marketing mix strategy and brand image to attract a different target market.
A.P1 Describe marketing mix strategies for different types of travel and tourism organisations.	A.M1 Explain how different travel and tourism marketing mix strategies meet the needs of target markets.	
A.P2 Describe needs of target markets for different types of travel and tourism organisations.		
Learning aim B: Explore brand image in travel and tourism organisations		
B.P3 Describe the brand image of different types of travel and tourism organisations.	B.M2 Explain the importance of brand image for travel and tourism organisations.	
Learning aim C: Produce travel and tourism brand image, promotional materials and activities		C.D2 Recommend improvements to travel and tourism promotional material or activity that meets design principles and specific aims.
C.P4 Create the brand image of a new travel and tourism organisation.	C.M3 Analyse strengths and weaknesses of well-considered promotional material or activity in meeting design principles and specific aims.	
C.P5 Produce travel and tourism promotional material or activity to meet design principles and specific aims.		
C.P6 Explain how travel and tourism promotional material or activity meets design principles and specific aims.		

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to the internet in order to carry out the research required and produce evidence for assessment completion.

Essential information for assessment decisions

Learning aims A and B

The same two travel and tourism organisations must be used as the basis for all evidence targeting learning aims A and B. Learners should select travel and tourism organisations from different components as directed by the Pearson Set Assignment, ensuring that each offers scope to explore different types of target markets.

The same types of features and/or factors will be explored for both organisations.

For the achievement of learning aim C, learners will be provided with a brief that identifies the type of organisation on which assessment evidence must be based.

The format of evidence chosen to target learning aims A and B may change with each Pearson Set Assignment.

For Distinction standard, learners will recommend ways one of the two travel and tourism organisations can adapt its marketing mix strategy and brand image to attract a different target market.

Learners will make recommendations for adaptations to one organisation's marketing mix strategy in consideration of a different target market. For example, a learner may suggest that a tour operator should minimise the difference between its peak and off-peak prices in an attempt to appeal more to families with school-age children that are often forced to travel at peak times.

Learners will make justified suggestions for brand image improvements for the selected organisation. For example, a learner may suggest that an airline should replace its traditional uniform with polo shirts and trousers in order to appear less conservative and attract a younger target market.

For Merit standard, learners will explain each selected travel and tourism organisation's marketing mix strategy in terms of how it meets the needs of each identified target market. For example, a learner may explain that a tour operator's 'kids go free' offer helps relieve the financial burden on families of being forced to travel at peak times when schools are closed and prices are higher. For each selected organisation, each of the 4Ps (product, price, place and promotion) should be explained in terms of how well the needs of the target markets are met. Learners will explain the importance of brand image for travel and tourism organisations.

For Pass standard, learners will select two named travel and tourism organisations from different components and describe the marketing mix strategy for each. Learners will explore the 4Ps (product, price, place, promotion) of each organisation. Where there are different brands within an organisation e.g., a hotel chain with budget and luxury brands, learners could choose one brand as the focus of the marketing mix.

Each target market is made up of individuals with similar needs and it is these needs that motivate purchases from travel and tourism organisations. Learners will describe the general needs of the target markets for each selected travel and tourism organisation. For example, a learner may describe how families with children need good value for money as it can be expensive to raise a family meaning that budgets are often restricted. At least four different types of target markets should be addressed across the entirety of the assessment evidence.

Learners will describe the brand image of two different types of travel and tourism organisations. Learners will research and describe significant features and/or factors that inform customer perceptions of each selected organisation. Learners should explore three features and/or factors per organisation. The same types of features and/or factors should be explored for both organisations to facilitate B.M2 achievement. Images may be used to support learner descriptions. Learners will identify the perceived brand image of each organisation based on the features and/or factors described. –For example, a learner may describe the customer focussed yet traditional mission statement and advertising slogans/messages etc of an organisation and establish that customers may perceive the organisation to be reliable, formal and old-fashioned.

Learning aim C

For the achievement of assessment criteria targeting learning aim C, learners will be provided with a brief which details the target market, marketing aims, and all requisite information (e.g., product/service detail, price, where to buy, dates of event) to inform the production of promotional material or activity.

For Distinction standard, learners will produce a well-presented item of promotional material or activity that is clearly aimed at the target market and meets the majority of the given marketing aims. The principles of design will have been well-considered and applied.

Learners will make clear and appropriate recommendations for improvements to the promotional material or activity based on the analysis completed for merit criterion achievement.

For Merit standard, learners will produce an item of promotional material or an activity that is well-considered in terms of being clearly aimed at the target market and meeting most marketing aims. A good attempt will have been made to follow the principles of design.

Learners will analyse the strengths and weaknesses of the produced item of promotional material or activity in meeting marketing aims and principles of design.

For Pass standard, learners will create the brand image of a new travel and tourism organisation. Learners will be provided with a brief identifying the requisite nature of the brand image and the type of organisation on which assessment evidence must be based. Learners will be required to create key features and factors which could shape the brand image of the new organisation in line with requirements. For example, the brief may specify that learners must develop a friendly and informal brand identify for a new car hire company, to which learners will respond by creating a company name and logo, mission statement, advertising slogan and message, in line with the brief.

Learners will be provided with a brief that will detail the target market, marketing aims and all other key information required to facilitate the production of an item of promotional material or a promotional activity.

Efforts should be made to produce an item of promotional material or an activity of a good quality however it is not expected that the evidence will be presented to a professional standard. Attempts should be made to aim the promotional material/activity at the given target market, meet the marketing aims, and include all key information however it is accepted that some information may be absent or unclear. Design principles such as AIDA and KISS should be considered in the production of assessment evidence however application of these principles may not be robust.

Learners will explain how the promotional material or activity has been produced in line with recognised design principles such as AIDA and KISS. The explanation will also address how the promotional material or activity meets the marketing aims identified within the given brief.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resource to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 2: Customer Service in Travel and Tourism Organisations.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- travel and tourism material as exemplars
- visits to appropriate travel and tourism organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research, marketing and design skills.

Unit 7: Customer Service Skills, Processes and Digital Technologies in Travel and Tourism

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will examine and demonstrate the skills needed to provide customer service and make sales in travel and tourism situations. They will consider the advancements in digital technologies and the skills required to provide digital customer service.

Unit introduction

Effective customer service skills benefit travel and tourism organisations and their customers, leading to greater customer satisfaction, contented employees and improved sales revenue.

The reputation of a travel and tourism organisation is greatly impacted by the quality of the service it provides. Travel and tourism organisations place great value on customer service and invest time and money in improving employees' skills.

Digital customer service is experiencing huge growth within the travel and tourism industry, bringing with it an entirely new set of skills for employees to master.

In this unit you will research the skills required to deliver excellent customer service in travel and tourism and explore digital customer service. You will examine the processes and teamwork needed for efficient customer service. You will use the skills needed to effectively handle complaints, deal with problems and make sales in different travel and tourism situations. You will use your skills while providing customer service face to face, on the telephone and in writing.

This unit will give you the knowledge and personal and vocational skills to progress towards roles such as trainee travel consultant, trainee hotel receptionist and trainee passenger handling agent. The realistic vocational tasks will allow you to demonstrate your communication, complaint handling, problem-solving and sales skills. This will also support your progression to further education.

Learning aims

In this unit you will:

- A** Examine skills and digital customer service in travel and tourism
- B** Explore teamwork, sales and complaint handling processes in travel and tourism
- C** Demonstrate skills in travel and tourism situations.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine skills and digital customer service in travel and tourism	A1 Customer service skills and situations in travel and tourism A2 Digital customer service in travel and tourism	A report/presentation examining skills and digital customer service in travel and tourism situations.
B Explore teamwork, sales and complaint handling processes in travel and tourism	B1 Effective teamwork in travel and tourism organisations B2 The sales process in travel and tourism B3 The complaint handling process in travel and tourism	A written training manual and dialogue exploring teamwork, sales and complaint handling processes in travel and tourism. Demonstration and evaluation of customer service and selling skills in a range of travel and tourism situation role-play activities.
C Demonstrate skills in travel and tourism situations	C1 Skills appropriate to travel and tourism situations C2 Complaint handling skills in travel and tourism C3 Sales skills in travel and tourism C4 Evaluation of own skills in travel and tourism situations	

Content

Learning aim A: Examine skills and digital customer service in travel and tourism

A1 Customer service skills and situations in travel and tourism

A wide range of customer service skills is required to handle the many different situations faced by travel and tourism employees on a daily basis.

- Customer service skills for managing travel and tourism situations, e.g. active listening, adaptability, attentiveness, conflict resolution, creativity, decision making, dependability, effective communication, empathy, friendliness, knowledge of product or service, open-mindedness, patience, quick thinking, reading physical and emotional cues, resilience, responsiveness, timeliness.
- Customer service situations in travel and tourism; customer-facing, remote, e.g.:
 - providing information and advice, e.g. flight and journey details, visa and health requirements
 - providing assistance, e.g. airport assistance
 - handling complaints, e.g. flight delays, poor-quality accommodation
 - dealing with problems, e.g. overbookings, lost property
 - making sales, e.g. accommodation reservations, flight bookings, ticket sales, excursion sales
 - environments for customer service situations, e.g. airport, holiday resort, tourist information centre, hotel, visitor attraction, cruise, car rental office
 - job roles requiring customer service skills, e.g. tour guide, travel consultant, hotel receptionist, guest services executive, cabin crew.
- Benefits of effective customer service skills, e.g. customer retention, customer referrals, improved reputation, increased profitability, improved employee morale, competitive advantage, customer satisfaction, reduced customer complaints, improved customer feedback.

A2 Digital customer service in travel and tourism

Digital customer service (DCS) is a rapidly expanding concept that improves customer touch points (the places customers interact with a brand, product, service, etc.) on platforms including mobile devices, desktops and phones. Although artificial intelligence is used to provide aspects of DCS, human agents are still required and will need to ensure that their customer service skills are of a high standard.

- DCS technologies:
 - e.g. the use of human agents and/or chatbots to improve customer service using different digital technologies, e.g. e-chat, forum, FAQ, personal assistant, virtual assistant, social media, AI chatbots, co-browsing, video, messaging, screen share
 - benefits of DCS, e.g. less effort required from the customer, more effective customer service, e.g. reduction in handling time, increased sales conversion, improved customer satisfaction, e.g. issues are usually resolved within one transaction.
- Customer service skills specific to DCS, e.g.:
 - ICT skills – DCS agents must be able to use the software and hardware required to handle customer contact
 - self-motivated – digital customer service positions increasingly involve home-based working, requiring additional self-motivation

- digital media etiquette – DCS agents must understand acceptable social media terminology
- efficient – DCS agents must be able to work at high speed
- attention to detail – DCS agents are often managing more than one digital platform simultaneously and must be able to read carefully and pick out the main points of customer correspondence
- excellent written communication skills – digital responses such as email require DCS agents to be able to write professionally and concisely
- social skills – DCS agents are unseen and unheard by the customer and must find other methods of building customer rapport, e.g. gifs, emojis, as appropriate to the organisation
- active listening skills – most communication will be written; it is harder to interpret customer needs than in a face-to-face situation and DCS agents must 'listen' to the language of communications in order to determine key information.

Learning aim B: Explore teamwork, sales and complaint handling processes in travel and tourism

B1 Effective teamwork in travel and tourism organisations

- Factors contributing to effective teamwork, e.g.:
 - SMART objectives – objectives that are specific, measurable, achievable, realistic and time-bound, team members must be aware of the priorities and purpose of the team
 - transparency – all team members should have access to relevant information
 - task delegation – each team member must be aware of own responsibilities, a designated team leader may be appointed
 - recognition of achievements – praise will motivate team members
 - tracked progress – use a visual tracker, e.g. on a noticeboard, on computer software, to allow all team members to see progress
 - one line of communication – confusion can arise from the use of multiple lines of communication, e.g. email, text, direct messages
 - benefits of effective teamwork, e.g. shared ideas, improved business productivity and results, boosts employee motivation and morale, encourages healthy risks, learn from each other, relieves stress, improved customer service.

B2 The sales process in travel and tourism

A sales process is a set of guidelines which sales agents (e.g. travel consultant, airline reservations agent, etc.) follow in order to convert a customer enquiry into a sale.

- Stages of the sales process, e.g.:
 - build a rapport
 - establish whether the customer intends to make a purchase
 - establish customer needs and expectations
 - pitch the product/service and turn features into benefits
 - deliver the proposal and overcome objections
 - negotiate
 - close the sale
 - benefits of sales process implementation, e.g. improved revenue prediction, easier to train new employees, it can be reviewed and improved, conversion data can be reviewed.

B3 The complaint handling process in travel and tourism

- Stages of the complaint handling process, e.g.:
 - listen, ask questions and understand
 - repeat the nature of the complaint back to the customer
 - empathise
 - offer, agree and implement a solution
 - follow up
 - benefits of complaints handling process implementation, e.g. customer satisfaction, customer confidence, improved reputation, resolves issues in a timely and cost-effective manner, informs improvements to future customer service.

Learning aim C: Demonstrate skills in travel and tourism situations**C1 Skills appropriate to travel and tourism situations**

- Skills required for customer service situations in travel and tourism:
 - verbal communication, e.g. building rapport, active listening, open and closed questioning, overcoming barriers to communication, e.g. customers with specific needs, tone and pitch of voice
 - body language, e.g. smiling, direct eye contact, leaning forward, relaxed hands
 - professional image: of self, e.g. hygiene, dress, personality, appearance; of working environment
 - teamwork, e.g. goal, team roles, delegation of tasks, lines of authority
 - written communication, e.g. accurate spelling, punctuation and grammar, free of text speak (abbreviations and slang inappropriate for use in customer service situations), appropriate structure (positioning of customer name, address, etc.)
 - business skills, e.g. accurate completion of industry documentation, e.g. lost property report forms, complaint report forms, ability to use digital platforms, business standards, e.g. accuracy, legibility.
- Situations: including customer-facing, telephone and written (paper-based or digital); providing information and advice, providing assistance, handling complaints, dealing with problems, making sales; in specific travel and tourism environments, e.g. airport, holiday resort, tourist information centre, hotel, visitor attraction, cruise, car rental office.

C2 Complaint handling skills in travel and tourism

- Additional skills specific to complaint handling situations, e.g. self-confidence, product knowledge, calm under pressure, persuasion, ability to convey own personality, self-motivation, resilience, proactive, problem solving.

C3 Sales skills in travel and tourism

- Additional skills specific to sales situations, e.g. resilience, humility, empathy, compassion, decisiveness, creativity, product knowledge, understanding of company policy, reactive, proactive.

C4 Evaluation of own skills in travel and tourism situations

- Review effectiveness of own performance in different situations, e.g. skills audit, personal SWOT (strengths, weaknesses, opportunities, threats) matrix analysis.
- Recommend improvements to own performance, e.g. action plan to identify resources available and support needed to meet SMART (specific, measurable, achievable, realistic, time-bound) objectives for improvements.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine skills and digital customer service in travel and tourism		A.D1 Recommend new digital customer service technologies for a selected travel and tourism organisation.
A.P1 Explain customer service skills in travel and tourism situations. A.P2 Describe digital customer service skills and technologies in a travel and tourism organisation.	A.M1 Assess the benefits of effective customer service skills and technology in travel and tourism.	
Learning aim B: Explore teamwork, sales and complaint handling processes in travel and tourism		BC.D2 Evaluate effective teamwork, sales, complaint handling and own skills in travel and tourism.
B.P3 Explain factors contributing to effective teamwork in travel and tourism. B.P4 Describe sales and complaint handling processes in travel and tourism.	B.M2 Explain the benefits of effective teamwork, sales and complaint handling in travel and tourism.	
Learning aim C: Demonstrate skills in travel and tourism situations		
C.P5 Demonstrate basic customer service skills in travel and tourism situations. C.P6 Demonstrate basic sales skills in a travel and tourism situation.	C.M3 Demonstrate proficient customer service and sales skills in travel and tourism situations.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit. Learners will need access to the internet to carry out independent research.

Essential information for assessment decisions

Learning aim A

For assessment evidence targeting A.P2, learners must ensure that the travel and tourism organisation selected currently uses a range of digital customer service technologies.

For Distinction standard, learners will recommend the use of at least four new digital customer service technologies for a selected travel and tourism organisation. Building on assessment evidence targeting A.P2 and A.M1, learners will make realistic recommendations for additions to the current digital customer service provision of the selected travel and tourism organisation, giving reasons for all suggestions.

For Merit standard, learners will assess the benefits of effective customer service skills and technology in travel and tourism. Learners could consider the benefits of effective customer service skills and technology to travel and tourism organisations, employees and/or customers.

For Pass standard, learners will explain customer service skills in travel and tourism situations. They will examine a minimum of three different customer service situations in different travel and tourism environments and explain the customer service skills that could potentially be used to manage each situation. A minimum of four different customer service skills must be explained for each customer service situation. For example, a learner may describe a situation in which a hotel receptionist is faced with an angry customer demanding a room change and will explain the skills required to manage the situation, e.g. empathy, resilience, product knowledge, conflict resolution. The learner may explain that empathy is the ability to understand how a customer is feeling, which is important when handling a complaint as it builds trust and helps to defuse the situation.

Learners will explore one real travel and tourism organisation and describe the digital customer service technologies currently in operation. They will describe a minimum of three customer service skills that are specific to the digital customer service technologies described.

Learning aims B and C

For Distinction standard, learners will evaluate the significance of effective teamwork, sales and complaint handling in travel and tourism.

Learners will also review the assessment evidence presented for achieving learning aim C Pass and Merit criteria to consider the strengths and weaknesses of their own skills in customer service and sales situations. Learners would produce a skills audit and a SWOT matrix analysis based on the requisite skills for each activity undertaken.

For Merit standard, learners will explain the benefits of effective teamwork to organisations and customers, supporting responses with examples from the travel and tourism industry.

Learners will explain the benefits of sales and complaint handling processes to travel and tourism organisations and customers.

Learners will demonstrate proficient customer service and sales skills in travel and tourism situations. They will use skills confidently and competently to resolve a problem, bring a complaint to a satisfactory conclusion and close a sale. Industry-relevant documentation will be fully and accurately completed with a high standard of accuracy.

For Pass standard, learners will explain the factors that contribute to effective teamwork in travel and tourism contexts. They will describe the stages of the sales process and the stages of the complaint handling process in travel and tourism. Learners could produce a stage-by-stage dialogue for each process based on a travel and tourism industry situation.

For learning aim C, learners will demonstrate basic skills in at least three customer service and sales situations, one of these being in writing (paper-based or digital), one customer-facing and one on the telephone. Learners must demonstrate skills while handling a complaint, dealing with a problem, e.g. lost luggage, and making a sale. Industry-relevant documentation must be completed for one of the situations, e.g. a lost property report form or booking form, which may be completed in writing or digitally.

There may be areas for improvement in skills demonstrated by learners. For example, there may be spelling, grammar and punctuation errors in written communications or weaknesses in selling skills.

Skills should be demonstrated in individual role-play or work-placement scenarios.

Learners should produce preparation notes and evidence of research but must not read from scripts during practical assessments.

The demonstration of skills can be evidenced by video and/or audio recordings of activities, written communication and industry-relevant documentation produced by the learner. Observation records may also be used to record skills demonstration when the quality of video/audio evidence is poor.

Links to other units and curriculum subjects

This unit links to:

- Unit 2: Understanding Customer Service in Travel and Tourism
- Unit 6: Exploring Marketing in Travel and Tourism
- Unit 10: Exploring Airports and Airlines
- Unit 11: Working as a Tour Guide
- Unit 13: Hospitality in the Travel and Tourism Industry.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and role-play opportunities
- work experience
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop customer service and selling skills.

Unit 8: Your Country as a Tourist Destination

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will locate transport hubs, networks and tourist destinations and investigate the tourism product and appeal of their home country as a tourist destination. Using this information, they will create a travel itinerary for customers travelling in their country.

Unit introduction

While the travel and tourism industry includes a vast range of organisations, tourist destinations are fundamental to the entire sector. People travelling to a tourist destination are influenced by its appeal and the tourism product offered.

In this unit you will locate the main entry points or gateways for visitors travelling to and within your country. You will assess the ease of access and connections from these entry points to key tourist destinations. You will examine different types of visitors and consider their motives for travel and explore the tourism product of tourist destinations in your country so you can explain how they appeal to different types of visitors. You will learn about the components of itineraries and create an itinerary for travel in your country and explain how it meets customer needs. You will evaluate the suitability of your itinerary for different types of visitors and motives and recommend amendments.

This unit will help you to progress in further education by developing your research and planning skills. It can help with preparing for a career in the travel and tourism industry from an increased awareness of the factors influencing a country's appeal for tourists.

Learning aims

In this unit you will:

- A** Locate gateways, transport hubs and different types of tourist destinations in your country
- B** Examine the appeal of tourist destinations in your country
- C** Create an itinerary for travel in your country that meets the needs of customers.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Locate gateways, transport hubs and different types of tourist destinations in your country	A1 Gateways and transport hubs for different methods of transport A2 Different types of tourist destinations in your country	A travel article with maps and transport routes.
B Examine the appeal of tourist destinations in your country	B1 The tourism product and appeal of tourist destinations in your country B2 Visitor types and motives for travel	Slide show presentation on the appeal of tourist destinations and motives for travel. Itinerary with supporting explanation and suggested adaptations.
C Create an itinerary for travel in your country that meets the needs of customers	C1 Components of itineraries C2 Suitability of itineraries in meeting customer needs	

Content

Learning aim A: Locate gateways, transport hubs and different types of tourist destinations in your country.

A1 Gateways and transport hubs for different methods of transport

Visitors need good accessibility to tourist destinations in your country. While some methods of transport may not be available, for instance travelling by sea in landlocked countries, your country is likely to offer different options for visitors. Accessibility is influenced by factors including speed, cost and ease of travel.

Method of transport – air, sea, road and rail:

- Gateways – international entry points:
 - major airports
 - seaports.
- Transport hubs – national, regional and local connections:
 - airports – regional, local
 - coach/bus terminals
 - railway/metro stations – major city termini.
- Accessibility – transport routes, links and connections from the main gateway entry points to different tourist destinations in the country.
- Factors influencing accessibility, e.g.:
 - transport method and transport operators
 - length of journey/speed/duration
 - ease of journey/number of changes
 - cost
 - comfort
 - convenience
 - frequency of services.

A2 Different types of tourist destinations in your country

Tourist destinations can be categorised into different types by considering similar aspects such as the location.

- Types of destinations:
 - capital cities
 - historical and cultural towns and cities
 - coastal areas and resorts
 - islands
 - countryside areas
 - national parks
 - other rural areas – wilderness, mountains, forests, deserts.

Learning aim B: Examine the appeal of tourist destinations in your country

B1 The tourism product and appeal of tourist destinations in your country

The appeal of tourist destinations is created by what the destination offers tourists, this is called the tourism product.

- The tourism product of a destination includes:
 - accommodation, e.g. hotels, guest houses, self-catering/serviced apartments, camping, caravanning and home/farm stay, holiday park
 - hospitality, e.g. bars, restaurants, cafes
 - transport services, e.g. major rail, road, water/sea, air networks and rentals
 - guided tours and tourist guides, e.g. boat trips, wildlife watching
 - travel agencies and other reservation services
 - cultural, e.g. museums, religious sites, theatres, local events
 - visitor attractions, e.g. theme parks, water parks, wildlife parks, zoos,
 - natural features, e.g. rivers, lakes, beaches, coast, mountains, forest
 - sports events and recreational activities, e.g. climbing, cycling, hiking, fishing, canoeing
 - retail, e.g. shopping centres, markets.

B2 Visitor types and motives for travel

Different destinations may appeal more to one visitor type than another or may appeal to many different visitor types. This often depends upon the visitors' motives for travel, why they are visiting a destination.

- Inbound – those travelling into the country from another country.
- Domestic – those travelling, taking holidays and trips within their home country of residence.
- Visitor types, e.g.:
 - families (different ages and structures), e.g. family with young children, single parent with teenager/infant, extended family
 - business, e.g. travelling to attend meetings, conferences
 - couples and individuals, e.g. different ages
 - groups, e.g. common/special interest, students
 - visitors with special requirements, e.g. visual, mobility, hearing, language.
- Motives for travel, e.g.:
 - relaxation, pleasure
 - health
 - new experiences
 - weather
 - exploration and discovery
 - activities/sport
 - religious
 - cultural
 - education.

Learning aim C: Create an itinerary for travel in your country that meets the needs of customers

Itineraries can be created for a range of visits, including for day trips, short breaks, sightseeing or adventure tours or longer stays depending on the needs of the customer and motives for travel. The components of an itinerary include important information for customers such as the transport and accommodation arrangements.

C1 Components of itineraries

- Profile of destination/s – location, attractions, features, local customs, culture.
- Transport arrangements:
 - outward travel details – departure date, time, travel to departure point, method of travel, length of journey, transport provider/s
 - transport from departure point – method of travel, travel time to destination gateway, transport provider/s, service details/flight numbers, seating arrangements, catering, assistance
 - onward travel arrangements – method of travel, length of journey, arrival time at accommodation, location of accommodation.
- Accommodation:
 - type, e.g. hotel, guest house, home/farm stay, cruise, villa, apartment
 - room type, e.g. single, twin, double, family, king, suite
 - meal arrangements, e.g. bed and breakfast, half board, full board, all inclusive, room only.
- Activities and extras:
 - included, charged extra, options, pre-booked
 - tours, guide services, excursions, shows
 - food/drink packages/upgrades
 - car hire, equipment hire
 - child-care, e.g. child-minding/kids clubs/play groups.

C2 Suitability of itineraries in meeting customer needs

The suitability of an itinerary can be considered in terms of advantages and disadvantages in meeting the general and specific needs of customers.

- General customer needs:
 - budget/cost
 - comfort
 - timings
 - length of stay
 - length of journey/s.
- Specific customer needs, e.g.:
 - related to motive for travel
 - medical/health conditions or issues
 - limited mobility, wheelchair users
 - religious, faith, language
 - travelling with babies/infants/elderly/groups
 - travelling with oversized luggage/equipment.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Locate gateways, transport hubs and different types of tourist destinations in your country		A.D1 Evaluate the accessibility of different types of tourist destinations in your country, with recommendations for ways to improve accessibility.
A.P1 Identify and locate gateways and transport hubs for different methods of transport in your country.	A.M1 Compare transport routes to different types of tourist destinations in your country.	
A.P2 Identify and locate different types of tourist destinations in your country. A.P3 Plan transport routes from gateways and transport hubs to tourist destinations in your country.		
Learning aim B: Examine the appeal of tourist destinations in your country		BC.D2 Evaluate the suitability of your itinerary for different types of visitors and motives for travel, with justified recommendations for amendments.
B.P4 Describe the tourism product of different types of tourist destinations in your country. B.P5 Describe different types of visitors and the possible motives for travel to tourist destinations in your country.	B.M2 Explain how different tourist destinations in your country may appeal to different types of visitors and motives for travel.	
Learning aim C: Create an itinerary for travel in your country that meets the needs of customers		
C.P6 Plan the components of an itinerary to meet the needs of a specified customer.	C.M3 Produce a detailed itinerary and explain how your itinerary meets the needs of a specified customer.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.D1)

Learning aims: B and C (B.P4, B.P5, C.P6, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- a range of maps of their home country, preferably in different formats including web-based and paper copies
- blank outline maps of their home country
- samples of travel itineraries
- the internet for independent research.

Essential information for assessment decisions

Learning aim A

The focus of the unit is travel and tourism in the learner's home country; as such, all destinations, routes and gateways should be within the learner's home country. Ideally learners should be provided with blank maps on which they will plot the locations of tourist destinations, gateways, transport hubs and routes. In plotting these themselves, learners will gain an awareness of the geography of their home country, the transport networks and accessibility to tourist destinations.

It is strongly recommended that centre assessors check the tourist destinations selected by learners to make sure they are appropriate and will allow for consideration of the higher grades. This is to ensure there is coverage across three different types of tourist destinations from – capital cities, historical and cultural towns and cities, coastal areas and resorts, islands, countryside areas, national parks or other rural areas. Also, regarding accessibility, assessors need to ensure that there are different transport routes, links and connections available to each tourist destination. Learners should be encouraged to research and plot different transport routes using different methods. While some routes presented may require a combination of transport methods, the routes should facilitate comparison and evaluation.

For Distinction standard, learners will produce a comprehensive evaluation which considers accessibility to a range of different types of tourist destinations in the learner's home country. Learners will consider at least five tourist destinations and three different types, for example a capital city, two countryside areas and two cultural towns/cities.

For each destination there will be a well-considered evaluation of transport links and how easy it is for visitors to travel using different methods of transport from gateway entry points and transport hubs. Learners will give specific details of gateways and hubs and will also consider in detail at least four of these factors – transport operators; duration of journey/speed; ease of journey/ number of changes; cost; comfort; convenience and frequency of services. At least two different transport methods to access destinations will be considered and positive and negative aspects of each will be provided.

Learners will draw upon the findings of their evaluation to make recommendations for ways in which accessibility to tourist destinations could be improved, for example by creating direct services, increasing frequency, improving comfort. Learners will articulate their arguments fluently and their views concisely, giving an evaluation that makes reasoned, valid recommendations.

For Merit standard, learners will produce a detailed comparison of transport routes to tourist destinations in their home country. Gateways and hubs considered will cover at least two transport methods and include some specific details, for example names and transport operators. Learners will consider transport routes to at least five tourist destinations and at least three different types of tourist destination. The comparison will provide details of the similarities and differences between different transport routes, with consideration of at least four of these factors – transport operators; duration of journey/speed; ease of journey/number of changes; cost; comfort; provide different options where they are available. convenience and frequency of services. Learners will communicate their views clearly using appropriate terminology.

For Pass standard, learners will produce a range of maps of their home country. They will identify and locate gateways and transport hubs for at least two different methods of transport, and identify and locate at least five tourist destinations, including at least three different types of destinations.

Learners will plan transport routes from gateway entry points and transport hubs to the five selected tourist destinations and will plot the routes on maps. The route maps will be supported with brief details of the routes, including the method of transport, transport operator and duration of journey.

Different approaches may be taken by learners. For example, one map may be produced to show more than one element with the use of a key for clarity.

Maps will be clear and appropriately labelled and locations will be mainly accurate.

Learning aims B and C

Some aspects will be determined by the geographical location and characteristics of the learner's home country. For learning aim C, assessors should provide learners with customer details, for example in the form of a 'pen portrait' or 'customer profile'. This should be sufficiently detailed to ensure coverage of the unit content on itineraries and the opportunity to achieve the higher target level of demand. Learners could all be given the same customer details or provided with different options to choose from.

For Distinction standard, learners will produce a comprehensive evaluation which considers whether the itinerary created would be suitable for different types of visitors and motives for travel. The evaluation will include consideration of at least two different visitor types with different motives for travel. For example, if the original itinerary had been developed for a young couple wanting new experiences, they could evaluate the suitability of the itinerary for a family wanting sport and activities and a small group of friends looking for relaxation and pleasure. The evaluation will be focused on the positive and negative aspects of the itinerary for the different types of visitors with different motives for travel. Where negative aspects are identified learners will make recommendations for realistic amendments to the itinerary. For example, this could relate to the type of accommodation and activities or to the actual destination. Recommendations will be supported by valid justifications. The evidence will demonstrate high-quality written communication through use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners will produce a clear and detailed explanation of how different tourist destinations in their home country may appeal to different types of visitors and motives for travel. Learners will consider the appeal of at least three tourist destinations, covering two different types of destination. They will explain how the tourism product offered by each destination influences its appeal by making connections to at least two different types of visitors and motives for travel. Learners will demonstrate an understanding of appeal and include examples of appropriate key features of tourist destinations. A range of specific, named features of each destination will be provided to support the explanation.

Learners will produce a detailed, realistic and appropriate itinerary supported by an explanation of how it meets the needs of a customer whose needs and circumstances have been provided for them. Clear and sustained links will be made between components of the itinerary and customer needs. Learners will have considered a range of specified and general needs, demonstrating a good understanding. They will show a good quality of communication and use of appropriate sector-specific terminology.

For Pass standard, learners will produce a description of the tourism product of different types of tourist destinations. Three tourist destinations will be considered that include at least two types of tourist destinations, for example two seaside resorts and one capital city. Learners will describe at least five specific features that are relevant in terms of the tourism product for each destination. The features chosen may vary for each destination, for example natural features may be a key feature of the tourism product for a selected countryside destination, but not for a selected historical city. The evidence will also include a description of different types of visitors and the possible motives for travel to destinations in the learner's home country. Learners may also make specific references to the country as a whole, for example a country that is relatively unspoilt and not well known is more likely to attract individuals or couples seeking exploration and discovery than families.

Learners will plan the components of an itinerary to meet the needs of a specified customer whose details have been provided for the learner. They will include a profile of the destination or destinations, and relevant components including transport, accommodation and activities and extras. There may be some omissions in the evidence but these will be minor.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 4: Global Holiday Destinations
- Unit 5: Travel Planning.

Opportunities to develop transferable employability skills

In completing this unit, learners will develop research skills and will also learn how to present information in different ways – written in the form of an article, given orally as a presentation and structured as a formal itinerary.

Unit 9: Employment Opportunities in Travel and Tourism

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will investigate job roles in travel and tourism, and demonstrate the skills and qualities wanted by employers when applying for a chosen job opportunity.

Unit introduction

Having the ability to demonstrate effective employability skills is a key factor for learners looking to progress into employment in travel and tourism. The travel and tourism industry is highly competitive and often it is solely the performance of staff that provides a competitive advantage for organisations in the sector. There is also high demand for job roles and career opportunities within the travel and tourism industry, therefore the skills needed for those wishing to enter the industry must be of a high calibre.

This unit will develop and broaden your understanding of job opportunities available within travel and tourism. You will enhance your understanding of the employability skills and qualities needed to carry out roles in the sector. You will also investigate job opportunities and participate in a job application process, from application to interview.

There are many job opportunities that you can aspire to in the travel and tourism industry. In this unit you will investigate roles of interest along with discovering the key employability skills and qualities needed for these roles. You will review your skills and qualities and create self-recommendations for improvement in the job application process to give yourself the best opportunity to secure a job in the future. Taking part in a job application process will enable you to become work-ready, by going through a selection procedure, and building your confidence for future applications and for relevant part-time employment you may choose to take on while studying.

Learning aims

In this unit you will:

- A** Explore employment opportunities in travel and tourism
- B** Investigate the entry requirements, skills and qualities required to work in the travel and tourism industry
- C** Participate in a job application process and review performance.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore employment opportunities in travel and tourism	A1 Different types of organisation and job opportunities in travel and tourism A2 Duties and responsibilities A3 Progression routes	Written report comparing job roles in travel and progression routes in travel and tourism.
B Investigate the entry requirements, skills and qualities required to work in the travel and tourism industry	B1 Entry requirements B2 Skills and qualities needed to work in travel and tourism B3 Reviewing own knowledge, skills, qualities and experience	Written report describing entry requirements, experience, skills and qualities required for two job roles from different travel and tourism organisations. Evaluation of suitability for a job role considering knowledge, skills, qualities and experience supported by a personal skills audit.
C Participate in a job application process and review performance	C1 Applying for a job C2 Preparing for interview C3 Participating in an interview C4 Reviewing personal performance C5 Learning from feedback	Apply for a job opportunity, prepare for the interview and participate in an interview. Written evaluation about performance in the application process including recommendations to improve in the future.

Content

Learning aim A: Explore employment opportunities in travel and tourism

A1 Different types of organisation and job opportunities in travel and tourism

- Visitor attractions (natural, heritage, purpose built), e.g. ride operative, customer service assistant, tour guide.
- Airlines (charter, scheduled, low-cost scheduled) and airports, e.g. check-in agent, cabin crew, baggage handler, pilot.
- Travel agents (online, retail, specialist), e.g. sales consultant, travel agency manager.
- Railways (historic, commuter, international), e.g. conductor, on board supervisor, train driver.
- Accommodation providers (hotels, holiday parks, resorts), e.g. receptionist, events coordinator, bookings supervisor, bar tender, waitress.
- Tour operators (domestic, inbound, outbound), e.g. holiday representative, reservations agent, quality controller, operations manager.
- Sea (cruise ships, ferries), e.g. activity host, state room attendant, receptionist, entertainer, cabin steward, purser.
- Tourism development, e.g. tourism officer, business development manager, visitor services officer.

A2 Duties and responsibilities

Learners need to be aware of the main duties and responsibilities of a specific job. The duties and responsibilities can vary for different job roles across the travel and tourism industry.

- Job description.
- Job title.
- Job purpose.
- Duties and responsibilities, e.g.:
 - customer care
 - administration
 - serving food and drink
 - processing bookings
 - selling products and services
 - problem solving and complaint handling
 - carrying out health and safety checks.

A3 Progression routes

Progression routes can include opportunities for promotion or using transferable skills to move to a role in another sector of the travel and tourism industry.

- Opportunities to move to supervisory positions.
- Transferable skills, e.g. a tour guide gaining employment as cabin crew.

Learning aim B: Investigate the entry requirements, skills and qualities required to work in the travel and tourism industry

Learners need to be aware that different job roles require different entry requirements, experience, skills and qualities.

B1 Entry requirements

- Person specification.
- Experience.
- Skills required:
 - customer service skills
 - presentation skills
 - teamwork
 - IT skills
 - selling skills.
- Qualifications:
 - academic – studied at school/college/university
 - vocational – qualifications achieved while working
 - job specific, e.g. valid passport, driving licence.

B2 Skills and qualities needed to work in travel and tourism

Learners need to identify their own skills and qualities in order to be able to apply for job vacancies and to identify what their skills gaps are.

- Skills required, e.g.:
 - customer service, e.g. patience, being approachable
 - selling skills, e.g. product knowledge, link selling
 - written and verbal communication, e.g. grammar and punctuation, active listening, correct tone, body language
 - presentation skills, e.g. eye contact, good body language
 - teamwork, e.g. time management, listening, communication
 - problem solving, e.g. using initiative, flexibility, creative thinking
 - interpersonal, e.g. decision making, listening skills, non-verbal communication
 - numeracy, e.g. calculating, currency conversion
 - using ICT, e.g. use of software – Microsoft Word and Excel, management of emails
 - languages.
- Qualities, e.g.:
 - reliability, e.g. good timekeeping, good attendance
 - honesty, e.g. owning up to mistakes made
 - flexibility, e.g. being available for shift work
 - assertiveness, e.g. carrying out tasks without being prompted
 - personal organisation, e.g. prioritising tasks, meeting deadlines
 - empathy (being able to relate to and understand others).

B3 Reviewing own knowledge, skills, qualities and experience

- A personal audit may include an assessment of own:
 - knowledge and qualifications
 - skills
 - qualities
 - interests
 - experience.
- Matching knowledge, experience, qualities and skills:
 - to job opportunities
 - for use in career planning
 - to identify strengths and weaknesses.

Learning aim C: Participate in a job application process and review performance**C1 Applying for a job**

- Research:
 - company knowledge
 - knowledge of job role.
- Job application documentation:
 - application form – online or paper-based with accompanying letter or email
 - curriculum vitae (CV) with accompanying letter or email
 - letter or email of application, letter demonstrating interest.
- Shortlisting – methods used to eliminate applicants prior to interview stage, e.g. online tests.

C2 Preparing for interview

- Deeper research, e.g. organisation history, awards won.
- Setting the right image:
 - dress code, e.g. smartly dressed for a cabin crew role
 - personal presentation, e.g. well-groomed, tidy hair, clean hands and nails
 - being prepared and on-time.

C3 Participating in an interview

- Telephone interview.
- Psychometric testing.
- Group interviews.
- Individual interviews, e.g. face-to-face, online.
- Interview skills:
 - body language
 - active listening
 - inclusion for all
 - asking questions
 - peer interaction
 - responding to open questions
 - being able to answer competency-based questions, e.g. giving examples of how qualities required have been demonstrated in the past.

C4 Reviewing personal performance

- Strengths displayed.
- Areas of development.

C5 Learning from feedback

- Reviewing feedback:
 - teacher/employer feedback
 - identifying strategies for improvement
 - identifying strategies to build on strengths.
- Creating key SMART objectives related to travel and tourism skill areas, e.g.:
 - customer service e.g. patience, empathy, being attentive
 - IT skills, e.g. become more confident using software packages
 - Teamwork, e.g. realising that goals cannot be achieved without the help and support of others, problem solving, good timekeeping (meeting deadlines and goals), self-reliance (reliability, honesty)
 - acquiring new skills and techniques, e.g. commercial awareness, relevant work experience, learning a language.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore employment opportunities in travel and tourism		AB.D1 Evaluate suitability for chosen job role, identifying development needs.
A.P1 Outline the main responsibilities of job roles within different types of travel and tourism organisations. A.P2 Describe the progression routes for job roles within different travel and tourism organisations.	A.M1 Compare job roles and progression routes within different travel and tourism organisations.	
Learning aim B: Investigate the entry requirements, skills and qualities required to work in the travel and tourism industry		
B.P3 Describe the entry requirements, skills and qualities required for job roles within different travel and tourism organisations. B.P4 Complete a personal skills audit.	B.M2 Explain suitability for a selected job role in travel and tourism.	
Learning aim C: Participate in a job application process and review performance		C.D2 Evaluate performance in the job application and interview process, making recommendations for own development.
C.P5 Complete documentation as part of a job application process. C.P6 Prepare for and participate in a job interview. C.P7 Review performance during all stages of the job application process.	C.M3 Demonstrate suitability for a chosen job opportunity through job application and interview.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a suggested maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

This unit provides many opportunities for learners to carry out research on local and national travel and tourism through looking at job opportunities. Where possible, centres should develop links with local and national travel and tourism organisations. Having access to guest speakers from travel and tourism organisations would support learners' understanding of the requirements to work in the industry.

Essential information for assessment decisions

To ensure learners have access to the material that they require, learners should research a few travel and tourism businesses before selecting relevant examples to use for their assessed work.

Learning aims A and B

For Distinction standard, learners will provide a balanced discussion on how they are suitable for the chosen job role. They will consider gaps in their knowledge and skills that might require further training or development for the role they are considering and come to a supported conclusion.

For Merit standard, learners will effectively compare job roles and progression routes. They should clearly state how and why the two jobs are different and how they are similar.

Learners should explain their suitability for one of the job roles, with the use of a skills audit. They will support their explanation with examples of how they are suitable for the job role.

For Pass standard, learners should explore two job opportunities from two different types of travel and tourism organisation (four job roles in total). The two organisations should be from different sectors of the travel and tourism industry. It is recommended that learners select job opportunities they aspire to. Learners will provide brief details of the two organisations selected and outline the responsibilities of four job roles in their own words. They need to describe progression routes for two of the job roles, one from each organisation. Learners will also consider how transferable skills developed in the two chosen job roles could be applied to a different type of job in future.

Learners should explore the entry requirements, skills and qualities required for the two job roles they researched, or two others of their choice from different travel and tourism organisations. Learners should complete a personal skills audit to identify which job role is most suitable. The skills audit can be presented in any suitable format, for example in a detailed table or a written review.

Learning aim C

For Distinction standard, learners will use the feedback given and their own assessment to evaluate their performance during all stages of the application and interview process. Where possible interviews should be video recorded so that learners can critically appraise their performance. Learners will make constructive recommendations for further developing their job application and interview skills and performance.

For Merit standard, learners should demonstrate suitability for the job by submitting a competent application with a high standard of accuracy. They will demonstrate confidence, positive body language and a good understanding of the role and the organisation when participating in the interview process. They will demonstrate their suitability for the role through detailed answers to questions.

For Pass standard, learners should produce a competent application for a chosen job opportunity, prepare well for interview and project a positive image in an individual interview, either face to face or online. Application documentation will include a CV with an accompanying email or letter and a completed application form all produced to a good standard of accuracy overall, as would be expected when applying for a job. Evidence of preparation for interview will include company knowledge, dress code and personal presentation. Evidence of positive participation in an individual interview will include developed responses to open questions, open body language, active listening and asking questions. Assessors should complete a Record of Activity detailing the interview, including questions asked and responses given. Video evidence can be provided. Although competent overall, there may be some areas for improvement in the learner's performance. After receiving feedback from their tutor/interviewer, learners should review their overall performance in the application process, including applying for the job, preparing for interview and the individual interview, clearly reviewing their strengths and weaknesses in the process.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 2: Customer Service in Travel and Tourism Organisations
- Unit 10: Exploring Airports and Airlines
- Unit 11: Working as a Tour Guide.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- business materials as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research skills relating to recruitment and personal career planning. Learners will develop their communication skills by participating in a mock interview and be able to consider developments points in relation to future employability.

Unit 10: Exploring Airports and Airlines

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will explore how airports and airlines meet different passenger needs, the passenger's journey through an airport and job opportunities at airports and with airlines.

Unit introduction

Travelling by air is now a routine part of many people's travel plans for both business and leisure. The aviation industry is served by many airports and airlines across the world, making it possible to fly to almost any destination using a variety of airlines.

In this unit you will gain knowledge and understanding of different types of airport and airline passengers and their individual needs. You will investigate the different products and services provided by different airlines and how they aim to meet their passengers' needs.

The passenger experience at the airport can impact the overall enjoyment of the journey. The unit will give you the opportunity to investigate the functional areas and facilities at an airport to know how they contribute to the passenger journey and to discover the positive and negative effects on the passenger experience.

The unit will also give you the chance to explore real job opportunities and investigate what the role is and the entry requirements for some jobs. This will provide you with the knowledge of jobs if you are considering working in the aviation sector in the future.

Learning aims

In this unit you will:

- A** Explore products and services provided by different commercial airlines to meet passenger needs
- B** Investigate how the functional areas and facilities of an airport affect the passenger journey and experience
- C** Investigate the job opportunities at airports and with airlines.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore products and services provided by different commercial airlines to meet passenger needs	A1 Different types of airport and airline passengers A2 Needs of airport passengers A3 Needs of airline passengers A4 Airline products and services	<p>A presentation on the different types of airline and airport passenger and their needs, different airlines and the products and services they offer.</p>
B Investigate how the functional areas and facilities of an airport affect the passenger journey and experience	B1 Functional areas of an airport B2 Airport facilities B3 The passenger journey through functional areas of an airport and the associated facilities B4 The passenger experience	<p>A video or leaflet to describe the functional areas involved in the passenger journey and facilities within a chosen airport.</p>
C Investigate the job opportunities at airports and with airlines	C1 Jobs at airports C2 Jobs within airlines C3 Job specifics	<p>Job descriptions for different airport and airline jobs.</p>

Content

Learning aim A: Explore products and services provided by different commercial airlines to meet passenger needs

A1 Different types of airport and airline passengers

- Leisure, e.g. individuals, groups, families, Visiting Friends and Relatives (VFR).
- Business.
- Priority passengers, e.g. first class, business class.
- Individuals, groups, those needing assistance, unaccompanied minors.

A2 Needs of airport passengers

- Individual needs:
 - invisible disabilities needs, e.g. lanyards, quiet rooms, induction loops
 - disabilities needing equipment, e.g. wheelchair use, transport to the gate, assistance dogs
 - unaccompanied minors
 - languages, accessible information.
- Leisure passengers require food and drink, retail shops, toilets, entertainment, phone charging points, lounge access, leisure/spa hubs.
- Business passengers, e.g. concierge service, business lounge or office space, beds/sleep pods/hotels, showers, food and drink.
- Transit passengers, e.g. hotels or beds/sleep pods, showers, food and drink, retail, automatic bag transfer, additional security.

A3 Needs of airline passengers

- Leisure, individuals, groups, families, e.g.:
 - time of year to travel, summer holidays and winter breaks, city breaks at weekends
 - flight times not too early/late
 - baggage allowance, especially when travelling with families
 - facilities on board for families, e.g. bassinet, infant seat belts, seating together for groups and families, child-friendly entertainment, children's meals.
- Business, e.g. early flights to arrive for business meetings, daytime, weekday times, ability to work during travel, Wi-Fi, power ports, mobile services, in-flight comforts including seat pitch, space, privacy, sleeping options.
- Priority passengers may require a VIP service, upgraded seat options, a la carte meals and drink service, privacy.
- Individuals, groups needing assistance, e.g.:
 - with language
 - advice may be needed, e.g. solving problems or issues
 - specific needs, e.g. induction loop, disabled access, special assistance for the elderly or disabled/reduced mobility, those who have difficulty with social interaction and communication, such as those with autism or dementia
 - unaccompanied minors.

A4 Airline products and services

Products and services provided by different types of airline offer benefits to different types of passenger and can vary across airlines.

- Different types of commercial passenger airlines:
 - full-service scheduled airlines, e.g. Lufthansa, Air France, Emirates, Air China, Air India, Qatar Airways, Singapore Airlines, British Airways
 - low-cost carriers (LCCs), e.g. Ryanair, Air Arabia
 - others, e.g. charter airlines, private charters.
- Product and services:
 - booking methods, e.g. via internet/app, telephone, travel agents
 - type of ticket or fare, e.g. e-ticket, reference number only, flexible, fully flexible
 - class of travel, e.g. economy, premium economy, business class, first class
 - what the ticket price includes, e.g. allocated seat number, on-board service such as in-flight meal/drinks service, in-flight entertainment, in-flight shopping, in-flight infant cots
 - products or services offered at an additional charge, e.g. seat reservations, seats with extra leg room, excess baggage fees, change fees, priority boarding, food and drink
 - airline alliances, e.g. transferability of loyalty points, use of airport lounges of partner airlines, integrated and expanded network of flight routes
 - frequent flyer scheme, e.g. Airmiles points, priority boarding, upgrades to class of travel, complimentary extra baggage allowance
 - range of destinations and airports they travel to, e.g. low-cost carriers tend to use less central airports.

Learning aim B: Investigate how the functional areas and facilities of an airport affect the passenger journey and experience

B1 Functional areas of an airport

- Landside – check-in, security, arrivals meet and greet.
- Airside – departure lounge and departure gate, passenger transfer/flight connections, passport/border control (visa and immigration), baggage reclaim, customs.

B2 Airport facilities

- Landside, e.g.:
 - public and private transport areas – bus stops, pick-up/drop-off points for courtesy coaches, railway/metro station/links to rail/metro transport, taxi ranks, limousines, long- and short-stay car parking, car hire facilities
 - airport hotels
 - baggage trolleys, baggage wrap, airport porters, concierge service, left-luggage storage
 - provision for passengers with reduced mobility
 - travellers, lifts
 - check-in (kiosks, self-check-in machines, bag drop)
 - food and beverage facilities
 - retail outlets
 - Wi-Fi, charging facilities for laptops/phones
 - information boards, signage, tourist information.

- Airside, e.g.:
 - lounges (VIP, premium and airport lounges, business centres)
 - viewing areas
 - food and beverage outlets
 - retail and shopping, duty free shopping, currency exchange
 - Wi-Fi, charging facilities
 - medical room, prayer rooms, quiet rooms
 - leisure facilities, e.g. children's play area, entertainment areas, spa facilities
 - flight connection areas and transit services, e.g. beds, pods, showers
 - provision for passengers with reduced mobility
 - travellers, lifts, shuttle buses, monorail
 - information boards, signage.

B3 The passenger journey through functional areas of an airport and the associated facilities

- Functional areas a passenger will pass through, namely check-in, security, arrivals, meet and greet, departure lounge and departure gate, passport/border control, baggage reclaim, customs.
- Sequence/order in which a passenger will pass through functional areas.
- Purpose of and procedures in each functional area.
- New technology, e.g. full body scanners, CT walkways to scan, facial recognition software, touchscreens for check-in.
- Documentation required at each stage of the passenger journey through the functional areas of an airport, e.g. passport, boarding pass.

B4 The passenger experience

- Different functional areas and facilities can have a positive or negative influence on the passenger experience.
- Negative, e.g.:
 - lack of baby change or children's facilities can make travel stressful for families with young children
 - long queues at security or customs can cause passengers inconvenience or anxiety
 - a lack of shops or eating places can cause queues and lack of choice
 - lack of seating can create safety issues by blocking access
 - lack of Wi-Fi/poor signal strength can impact on business travellers; limits to free Wi-Fi can be costly to all passengers
 - queues at check-in, bag drop or security can cause missed flights or less time for relaxing airside.
- Positive, e.g.:
 - self-service check-in facilities can speed up passenger journey, through an airport
 - a dedicated shuttle bus service can offer convenience and reassurance to passengers transferring between terminals for connecting flights
 - business centres provide an appropriate environment for business travellers to work while waiting for a flight
 - lounges or leisure facilities may allow people to relax and allow the time to go quickly
 - variety of shops to buy forgotten/last-minute items and pass the time.

Learning aim C: Investigate the job opportunities at airports and with airlines

C1 Jobs at airports

- Ground handlers, e.g. customer service agents, airline/airport special services, wheelchair assistance, dispatchers, ramp operators.
- Other, e.g. airport security, passport control, information desk assistants, baggage handlers, air traffic control, cargo, aircraft mechanics, immigration officer, customs officer, flight dispatcher, airport manager, airfield operations officer.

C2 Jobs within airlines

- Such as pilot, cabin crew, ground crew, airline customer service and sales (airport based), flight dispatcher.

C3 Job specifics

- Role – duties and responsibilities.
- Location and working pattern – full-time, part-time, casual work, temporary, fixed contract, shifts.
- Entry requirements – qualifications, experience, age, others such as height, security checks.

Assessment criteria

Pass		Merit	Distinction
Learning aim A: Explore products and services provided by different commercial airlines to meet passenger needs			A.D1 Evaluate the effectiveness of the products and services offered by different types of commercial passenger airlines in meeting different passenger needs.
A.P1 Describe different types of airport passengers and their needs.	A.P2 Describe different types of airline passengers and the products and services they need.	A.M1 Analyse products and services provided by different types of commercial passenger airlines in meeting different passenger needs.	
A.P3 Describe the products and services offered by different types of commercial passenger airlines.			
Learning aim B: Investigate how the functional areas and facilities of an airport affect the passenger journey and experience			B.D2 Recommend with justification how functional areas and/or facilities could be adapted to improve the passenger experience at an airport.
B.P4 Describe the procedures involved in the passenger journey through the main functional areas of an airport.	B.P5 Outline the range of facilities at an airport to cater for different types of passengers.	B.M2 Explain a passenger's journey through an airport, and how the different functional areas and facilities influence the passenger experience.	
Learning aim C: Investigate the job opportunities at airports and with airlines			
C.P6 Describe different job opportunities available at airports and with airlines.	C.M3 Compare airport and airline job opportunities.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.D1)

Learning aim: B (B.P4, B.P5, B.M2, B.D2)

Learning aim: C (C.P6, C.M3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit but a visit to an airport or a guest speaker from an airport would be beneficial. Learners must have access to tools to research airlines, products and services.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners should evaluate the effectiveness of the products and services offered in meeting passenger needs. Learners should use the same passenger types and airlines used for the Pass and Merit criteria and should provide specific examples of how the named airlines meet the passengers' differing needs and how well they do or how the products and services do not meet the needs of these passengers. Opinions should be backed up with facts and research to argue their point of view.

For Merit standard, learners should provide a detailed explanation showing in-depth research into the products and services offered by at least two different types of commercial passenger airlines. These products and services should be clearly linked to different passenger needs. For example, how a businessperson may require a different type of ticket and how Emirates offers flexible booking methods and allows changes to tickets before travel, which gives flexibility should business meetings change.

For Pass standard, learners must describe at least two different types of airport passengers and two types of airline passengers and describe the basic needs of both passenger types in an airport and airline context. The passengers selected should be different, e.g. leisure (a family with a toddler) and a business person. Learners can use the same passenger types for both the airport and airline contexts if they wish.

Learners should describe the products and services offered by at least two different types of commercial airlines. These can be national airlines or ones local to the country of study. Learners should describe a wide range of products and services offered by both the different types of airlines selected. From the research, the products and services will be individual to the airlines chosen, i.e. Ryanair would have some significantly different products and services to Emirates.

Learning aim B

Learners will focus on a named airport for this assessment.

For Distinction standard, learners must make at least two justified recommendations as to how functional areas or facilities can be adapted to improve the passenger experience at the airport. The recommendations must be appropriate and realistic and could be based on good practices found when researching what other airports do.

For Merit standard, learners must clearly explain the sequence/order in which the passenger will pass through the functional areas and use of facilities in an airport.

Learners must include how the functional areas and facilities have a positive and/or negative influence on the passenger experience. It will be clear that the learner understands how the passenger experience can change, depending on the availability of facilities or problems at functional areas.

For Pass standard, learners must provide a description of the procedures involved in the passenger journey through the main functional areas of a named airport. Learners will show an understanding of the purpose of each functional area. As a minimum, the procedures at check-in, security, departure gate, passport control, baggage reclaim and customs should be described, including new technologies used. Learners will outline a range of facilities at a named airport that will cater for different needs. These should include landside and some airside facilities, giving a good indication of the range of facilities provided by the named airport. An outline should include a basic summary of what the area or facility is and how it caters for different types of passengers.

Learning aim C

For Merit standard, learners should compare the duties and responsibilities, entry requirements and working patterns of one airport job and one airline job. This could be approached by a list or table format including detailed discussion of the similarities and differences between them. It is likely that some customer service responsibilities may be similar, yet the location and approach may be very different.

For Pass standard, learners should describe at least two job opportunities available at airports of their choice and at least two job opportunities available at airlines of their choice. Learners should be encouraged to find jobs they are interested in. They will describe the job role, the responsibilities and duties involved in the jobs, and details of working patterns and entry requirements, such as age restrictions and qualifications required.

Links to other units and curriculum subjects

This unit links to:

- Unit 2: Customer Service in Travel and Tourism Organisations.
- Unit 4: Global Holiday Destinations
- Unit 9: Employment Opportunities in Travel and Tourism.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- visits to airports.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and presentation skills.

Unit 11: Working as a Tour Guide

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will investigate the varied roles and responsibilities of tour guides and will examine and demonstrate a range of skills required by tour guides.

Unit introduction

A tour guide is often the first person a visitor may interact with and first impressions count. In this unit you will explore the interpersonal skills and presentation standards required by tour guides, including communication skills and social skills that are used every day. You will research the skills required when dealing with different situations and consider why they are important to the tour guide and the visitors.

You will learn about the job role and responsibilities of different types of tour guide. A tour guide's job role and responsibilities can be varied: some work mainly with groups and others with individuals; some specialise in walking tours and some by coach or other modes of transport. You will explore the varied responsibilities of different types of tour guides, identifying common responsibilities and those that apply to specific situations.

There is a practical element to this unit where you will research and plan an itinerary and commentary. You will demonstrate your communication skills when delivering a commentary to an audience and show social skills when responding to customers in simulated situations. Finally, you will evaluate your skills and provide recommendations for improvement.

The unit will develop your knowledge of opportunities to work as a tour guide in future and will support the development of useful transferable skills.

Learning aims

In this unit you will:

- A** Explore the role and responsibilities of tour guides
- B** Investigate the interpersonal skills and personal presentation standards of tour guides
- C** Demonstrate skills as a tour guide.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the role and responsibilities of tour guides	A1 Types of tour guides. A2 Job role and responsibilities A3 Visitor types and situations	Content for a 'Jobs in travel' website on the role and responsibilities of different types of tour guides and interpersonal skills and personal presentation standards that are needed by tour guides in different situations.
B Investigate the interpersonal and personal presentation standards skills of tour guides	B1 Communication skills B2 Social skills B3 Personal presentation standards B4 Importance of interpersonal skills	
C Demonstrate skills as a tour guide.	C1 Itinerary planning C2 Planning and delivering a commentary C3 Responding to queries	Production of an itinerary to meet a given context. Practical activity to plan and deliver a commentary to an audience and respond to simple queries from customers. A written evaluation of the effectiveness of the itinerary and commentary giving recommendations for improvement.

Content

Learning aim A: Explore the role and responsibilities of tour guides

Tour guides provide a service to enhance the visitor's experience when travelling to locations around the world. Some are employed by venues, coach companies and visitor centres, while others work on a freelance basis, often offering a bespoke guiding service for individuals and groups.

A1 Types of tour guides

- City guides, e.g. walking tours, 'hop-on hop-off' bus tours.
- Attractions, e.g. guided visits of castles, galleries, museums, wine cellars.
- Day trips and excursions, e.g. boat trips, shore excursions for cruise passengers, excursions by coach for holidaymakers.
- Touring, e.g. coach tour guides, private guides.
- Specialist tour guides, e.g. themed tours such as gastronomy, art, culture, environment, nature, ghost tours.

A2 Job role and responsibilities

- The role is varied and can include:
 - meeting and greeting at airports and ports
 - transferring visitors to their accommodation or chauffeuring/transporting visitors
 - providing guided tours to individuals or groups of visitors around a variety of places, e.g. religious sites, visitor attractions, towns and cities, historic buildings, museums or art galleries.
- Responsibilities can include:
 - organising tours and transport
 - finding out important information about the tour group
 - cultural awareness
 - health and safety
 - answering questions
 - managing groups to keep to time
 - head counts, make sure nobody gets lost
 - driving
 - responding to emergency situations
 - problem solving
 - planning itineraries
 - researching information and facts
 - planning and delivering a commentary in one or multiple languages
 - providing information on the tour/attraction/local area/customs
 - liaising with suppliers, confirming reservations, making payments
 - marketing and taking bookings for freelance tour guides
 - taking payments, tickets, vouchers.

A3 Visitor types and situations

- Visitor types, e.g. educational groups, large family groups, different ages, different needs, e.g. language, mobility, visitors with disabilities.
- Situations:
 - customers, e.g. dealing with lost customers, accidents, illness, difficult customers, complaints
 - itinerary, e.g. unforeseen delays, coach breakdown
 - others, e.g. poor service from a venue, unexpected closure of a venue, weather-dependent activities.

Learning aim B: Investigate the interpersonal skills and personal presentation standards of tour guides

B1 Communication skills

- Communication skills, e.g.:
 - speaking and listening skills for face-to-face communication
 - using the microphone effectively and voice projection
 - voice clarity, pitch and intonation
 - pronunciation, avoiding jargon and slang
 - pace of delivery
 - appropriate to the situation, e.g. formal and informal communications
 - positive body language
 - communicating with customers in different languages.

B2 Social skills

- Social skills, e.g.:
 - creating a rapport with customers
 - providing a welcome
 - managing groups
 - empathising
 - listening and asking effective questions
 - recognising and responding to needs
 - providing a helpful and friendly service
 - dealing with problems and emergencies and remaining calm and patient
 - energetic and confident
 - going the extra mile.

B3 Personal presentation standards

- Personal presentation standards, e.g.:
 - behaviour on and off duty
 - appropriate dress code, e.g. uniform, informal, appropriate for location/culture
 - personal appearance, e.g. jewellery, make-up, piercings, tattoos, smoking, chewing gum
 - grooming
 - personal hygiene.

B4 Importance of interpersonal skills

- Importance of interpersonal skills, e.g.:
 - first impressions
 - building rapport
 - company reputation
 - being taken seriously
 - cultural sensitivity
 - health and safety.

Learning aim C: Demonstrate skills as a tour guide**C1 Itinerary planning**

- Tour guides will use research skills to plan itineraries in different contexts.
- Contexts, e.g. a one-hour guided tour of a local visitor attraction for a school group, a half-day sightseeing tour of the local area by coach for tourists, a private two-hour walking tour of a city for a family.
- Type of itinerary, e.g. walking tour, excursion by mini bus, coach or car.
- Research skills:
 - secondary research, e.g. using websites, leaflets, maps, guide books, brochures, route-finding software
 - primary research, e.g. on-site research of a venue or local area, walking the route for walking tours, discussions with local people/venue staff.
- Planning an itinerary:
 - start and finish points
 - route to be taken, e.g. on foot, by road
 - stops en route, e.g. photo stops, refreshments
 - timings, e.g. walking, by road
 - main points of interest
 - venues to be visited and contact details
 - other information, e.g. cultural sensitivity, dress code.

C2 Planning and delivering a commentary

- Researching information appropriate to the type of tour, e.g. attractions, local area, local customs, culture, history, nature, facts and figures.
- Content appropriate to the target audience and type of tour.
- Delivering to an audience using natural voice, microphone, audio system.

C3 Responding to queries

Customers will expect tour guides to be knowledgeable and respond to queries, e.g. about the attraction, local area, customs.

- Active listening.
- Providing a helpful and friendly service.
- Positive body language.
- Providing accurate information.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the role and responsibilities of tour guides		AB.D1 Assess the importance of interpersonal skills when dealing with different situations as a tour guide.
A.P1 Outline the role and responsibilities of different types of tour guides.	A.M1 Explain the role and responsibilities of different types of tour guides when dealing with different situations.	
Learning aim B: Investigate the interpersonal skills and personal presentation standards of tour guides		
B.P2 Describe the interpersonal skills and personal presentation standards needed by different types of tour guides.	B.M2 Explain the interpersonal skills and personal presentation standards needed by different types of tour guides in different situation.	
Learning aim C: Demonstrate skills as a tour guide		C.D2 Evaluate the effectiveness of the itinerary, commentary and responses to customers, making recommendations for improvements.
C.P3 Plan an itinerary for a tour to meet the needs of customers in a given context. C.P4 Plan and deliver a commentary to an audience. C.P5 Use interpersonal skills to respond to queries from customers.	C.M3 Explain how your itinerary and commentary meet the needs of the customer. C.M4 Demonstrate effective skills when delivering a commentary and responding to queries from customers.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a suggested maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, B.P2, A.M1, B.M2, AB.D1)

Learning aim: C (C.P3 C.P4, C.P5, C.M3, C.M4, C.D2)

Further information for teachers and assessors

Resource requirements

Learners will need access to the internet to research different types of tour guides and plan an itinerary. Talks from tour guides as guest speakers would be useful to provide a personal insight into roles and responsibilities. A microphone will be useful for learners delivering a commentary using amplified voice, but this is not a mandatory requirement.

Essential information for assessment decisions

Learners should select two different types of tour guides for assessment. These should be distinctly different, for example a 'hop-on hop-off' bus tour guide dealing with many individual visitors over the course of a day and a freelance tour guide offering bespoke gastronomic walking tours of a city. Assessors could give learners a list of suitable types of tour guides to choose from, relevant to their local area.

Learning aims A and B

For Distinction standard, learners should assess the importance of interpersonal skills when dealing with different situations as a tour guide. They should consider the relative importance of different skills and show evidence of deeper understanding of the implications of poor skills to arrive at a conclusion.

For Merit standard, learners should clearly explain the role and responsibilities of two different types of tour guides when dealing with different situations. The assessor could provide learners with a range of situations, from which the learners should choose two for each type of tour guide, covering four situations overall. Examples could include dealing with customers who are constantly late, a customer who falls while on a walking tour, a missing customer, a coach breakdown, unexpected closure of a venue.

Learners should explain the interpersonal skills needed by the two types of tour guides in different situations. They should show an understanding that some skills may differ when dealing with circumstances, for example assertiveness will be needed when dealing with late customers to keep a tour to time whereas patience and empathy will be needed when dealing with someone who has been taken ill.

For Pass standard, learners should outline the roles and responsibilities for two different types of tour guide. They should briefly indicate the main role of each type of guide and outline their responsibilities. Some responsibilities will be the same whereas others will differ depending on the types of tour guides selected.

Learners will describe interpersonal skills required by the two different types of tour guide, including communication and social skills and expected standards of personal presentation, giving examples relevant to the role and responsibilities of the tour guide.

Learning aim C

Learning aim C is more practical and learners will put into practice some of the skills they have researched in learning aim B. Any role plays or simulations not video recorded should be accompanied by an observation record to explain what the learner did.

For Distinction standard, learners will reflect on their performance and evaluate the effectiveness of their itinerary, commentary and dealings with the customers. They will consider strengths and weaknesses, what went well and why, and what could be improved and how. The recommendations for improvement should be detailed and realistic.

For Merit standard, learners will explain how their itinerary and commentary meet the needs of the customer, linking back to the scenario provided.

They will demonstrate effective interpersonal skills when delivering a commentary and will provide extended responses to queries without prompting. Verbal communication skills will be appropriate for the customer and situation. The commentary will be delivered clearly and with appropriate tone and pace. Learners will act professionally and show effective personal presentation.

For Pass standard, learners will plan an itinerary for a tour to meet the needs of customers in a given context. The assessor should provide learners with a choice of scenarios for assessment, giving the context for the production of an itinerary, a linked commentary and queries. The contexts provided should be appropriate for the centre's location and learners. An example context could be a half-day walking tour of a local tourist destination for travel and tourism students to learn about the appeal of the destination or a half-day sightseeing tour of the local area by coach for elderly tourists. The needs of the customer should be clear within the scenario so that learners can achieve the higher grades. For the selected scenario learners should produce an itinerary with start and finishing points, route, timings, main points of interest, venues to be visited with contact details and any other relevant information such as dress code. A map could be included to show the route to be taken.

Learners should plan and deliver a commentary for part of their itinerary lasting approximately five minutes in total. They should deliver the commentary to an audience without relying on notes, but they could use visual aids or a map to support them. They should be dressed appropriately for the type of tour. The commentary could relate to any part or parts of the planned itinerary and can be delivered in natural or amplified voice. The content and delivery should be appropriate to the target audience.

Learners should respond to two straightforward queries linked to the planned itinerary. For example, they could be asked about an attraction, local customs, local food and drink, recommendations for souvenir shopping, other attractions worth visiting in the area etc. They should display relevant interpersonal skills including communication and social skills. Responses may be quite limited and learners might need to be prompted to provide a satisfactory response.

Links to other units and curriculum subjects

This unit links to:

- Unit 2: Customer Service in Travel and Tourism Organisations
- Unit 7: Customer Service Skills, Processes and Digital Technologies in Travel and Tourism
- Unit 9: Employment Opportunities in Travel and Tourism.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers who are tour guides
- case studies on tour guides
- a tour of a visitor attraction by a tour guide.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop interpersonal skills including verbal communication skills and social skills. Learners will have practised using all the skills in simulated situations.

Unit 12: Cruise and Tourist Rail Experiences

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will investigate cruises and tourist rail experiences in different parts of the world. They will explore on-board facilities and how they meet the needs and expectations of their key target markets.

Unit introduction

Cruises and tourist rail offer tourists a unique experience where sea and rail transport is the main feature of the tourist experience when travelling to or within destinations.

In this unit you will investigate different types of cruise and tourist rail experiences and locate cruise areas and tourist rail routes in different parts of the world. You will explore the facilities on board cruise ships and tourist railways that are designed to attract different target markets. Finally, you will have the opportunity to select a cruise and a tourist rail experience to match the needs and expectations of different types of customers.

By developing research skills, learners will be able to move onto a BTEC Level 3 in Travel and Tourism and other courses. The wide range of knowledge and understanding gained in this unit will also support career progression in the travel and tourism industry.

Learning aims

In this unit you will:

- A** Investigate types and locations of cruises and tourist rail experiences
- B** Explore cruise and tourist rail experience facilities and their target markets
- C** Select cruise and tourist rail experiences to meet customer needs and expectations.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate types and locations of cruises and tourist rail experiences	A1 Types of cruises, cruise ships, companies and cruise areas A2 Tourist rail types, rail companies and routes	<p>A report that evaluates different types of cruises and overnight and day trip tourist rail experiences. The report will include a map locating the cruise areas and rail routes including boarding/embarkation and disembarkation points.</p>
B Explore cruise and tourist rail experience facilities and their target markets	B1 Cruise facilities B2 Tourist train facilities B3 Target markets for cruises and tourist rail experiences	
C Select cruise and tourist rail experiences to meet customer needs and expectations	C1 Cruise type, cruise area and ports of call C2 Tourist rail experiences and routes C3 Customer types, needs and expectations	<p>Working as a travel consultant, recommending cruise and tourist rail experiences to meet given customer scenarios. This will include a justification for each itinerary showing how it meets the range of customer needs and expectations in each scenario.</p>

Content

Learning aim A: Investigate types and locations of cruises and tourist rail experiences

A1 Types of cruises, cruise ships, companies and cruise areas

- Types of cruises, e.g.:
 - fly cruise
 - around-the-world
 - mini cruise
 - river cruise
 - luxury, budget
 - special interest, e.g. whale watching
 - themed, e.g. music and dancing, tall ships, all-inclusive
 - expedition, e.g. wildlife, adventure sports.
- Cruise ships including types of vessel, deck plans, design, crew.
- Cruise companies, e.g. Carnival, Royal Caribbean.
- Cruise areas, e.g. eastern and western Mediterranean, transatlantic, Caribbean, eastern and western USA, Baltic, Norwegian Fjords, North Cape, Black Sea, Alaska, Far East, Nile.

A2 Tourist rail types, rail companies and routes

- Types of tourist rail experiences:
 - overnight, e.g.:
 - Venice Simplon Orient Express
 - Rocky Mountaineer
 - Trans-Siberian
 - Rovos Rail Pride of Africa
 - Palace on Wheels
 - Golden Eagle Danube Express
 - day-trip tourist rail experiences, e.g.:
 - Glacier Express
 - Bernina Express
 - The Edinburgh Flyer.
- Types of trains, e.g. sightseeing and excursion, luxury, heritage, funiculars.
- Train companies, e.g. Belmond, Russian Railways.
- Rail routes including:
 - local, e.g. Flying Dutchman Funicular
 - national, e.g. Zermatt to St Moritz in Switzerland
 - international, e.g. London to Venice.

Learning aim B: Explore cruise and tourist rail experience facilities and their target markets

B1 Cruise facilities

- On board, e.g.:
 - different cabin types and facilities, e.g. standard, suites
 - dining facilities, e.g. a la carte restaurants, buffets, in-cabin dining
 - bars and lounges
 - entertainment programmes, e.g. shows, cinemas
 - leisure facilities, e.g. swimming pools, gyms, spas, flow riders
 - excursions and side trips, e.g. day trip to an island, city tours
 - technology, e.g. Wi-Fi
 - enrichment activities, e.g. art and cooking classes
 - hosted cruise options, e.g. on-board host, onshore guide.
- Embarkation and disembarkation points, e.g. express check-ins, dining and refreshments, lounges, luggage handling.

B2 Tourist train facilities

- On board, e.g.:
 - seating facilities, e.g. standard and upgrades
 - sleeping facilities, e.g. standard, suites
 - dining facilities, e.g. restaurant car, bar lounges, butler service
 - technology, e.g. Wi-Fi
 - spa treatments
 - excursions and side trips, e.g. city tours
 - hosted rail options, e.g. on-board host.
- Boarding/alighting stations, e.g. express check-ins, dining and refreshments, lounges, luggage handling.

B3 Target markets for cruises and tourist rail experiences

- Cruise target markets:
 - family circumstance, e.g. couples, singles, families with children
 - demographics, e.g. seniors/retired people, frequent/repeat cruisers
 - special interest passengers, e.g. for themed cruises, ship enthusiasts
 - special occasions, e.g. honeymooners, anniversaries
 - specific needs, e.g. people with disabilities, groups.
- Tourist rail target markets:
 - family circumstances, e.g. couples, singles, families with children
 - demographics, e.g. seniors/retired people
 - special occasions, e.g. honeymooners, anniversaries
 - specific needs, e.g. people with disabilities
 - special interest markets, e.g. rail and train enthusiasts, adventure tourists, groups market.
- Reasons for choosing cruises or tourist rail experiences including:
 - short breaks, annual holidays, special occasions
 - adventure
 - relaxation
 - special interest, e.g. ship or rail enthusiasts
 - sightseeing.

Learning aim C: Select cruise and tourist rail experiences to meet customer needs and expectations

C1 Cruise type, cruise area and ports of call

- Cruise type, e.g.:
 - fly cruise
 - around-the-world cruise
 - mini cruise
 - river cruise
 - luxury cruise
 - special interest cruise, e.g. whale watching
 - themed cruises, e.g. music and dancing, tall ships, all-inclusive.
- Cruise area and ports of call, e.g.:
 - eastern and western Mediterranean
 - transatlantic
 - Caribbean
 - eastern and western USA
 - Baltic
 - Norwegian Fjords
 - North Cape
 - Black Sea
 - Alaska
 - Far East
 - Nile.
- Choice of ship. e.g. size, passenger/crew ratio, facilities on board.

C2 Tourist rail experiences and routes

- Tourist rail experiences:
 - overnight itineraries, e.g. Venice Simplon Orient Express, Rocky Mountaineer, Trans Siberian, Rovos Rail Pride of Africa, Golden Eagle Danube Express.
- Tourist rail routes including:
 - national, e.g. Vancouver to Banff in Canada
 - international, e.g. London to Venice.

C3 Customer types, needs and expectations

- Customer type, e.g.:
 - couples, families, lone travellers, seniors/retired people, frequent/ repeat cruisers
 - customers celebrating special occasions, e.g. honeymoons, anniversaries, adventure tourists
 - special interest passengers, e.g. themed cruise enthusiasts, train and rail enthusiasts.

- Customer needs and expectations, e.g.:
 - level of service, e.g. luxury, budget
 - length of trip, e.g. weekend, long stay
 - services for celebrating a special occasion, e.g. flowers, champagne in the cabin
 - dietary requirements, e.g. gluten free
 - accessibility, e.g. wheelchair access
 - children's facilities, e.g. cots, children's menus
 - entertainment, e.g. shows, TV screens
 - health and wellbeing, e.g. keep fit, yoga, spa treatments
 - personal services, e.g. laundry
 - technology, e.g. Wi-Fi
 - side trips and excursions
 - views and scenery, e.g. upper cabin with balcony, views from train carriage
 - environmental, e.g. recycling, using local products and services.
 - locations for ports of call and train stops, e.g. mountains, islands, cities, beaches.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate types and locations of cruises and tourist rail experiences		AB.D1 Evaluate the suitability of cruises and tourist rail experiences for different target markets.
A.P1 Outline examples of cruises, ships and cruise companies and the cruise areas they operate in. A.P2 Outline examples of overnight and day trip tourist rail experiences, the trains, train companies and their routes.	A.M1 Describe in detail different types of cruises and tourist rail experiences including the rail routes or cruise areas that they operate in.	
Learning aim B: Explore cruise and tourist rail experience facilities and their target markets		
B.P3 Describe facilities offered by different cruises and overnight and day trip tourist rail experiences for their target markets.	B.M2 Explain how different cruises and overnight and day trip tourist rail experiences provide facilities for different target markets.	
Learning aim C: Select cruise and tourist rail experiences to meet customer needs and expectations		C.D2 Recommend the most suitable a cruise and tourist rail experience for selected customers, justifying your choice.
C.P4 Select suitable cruises to meet customer needs and expectations. C.P5 Select suitable tourist rail experiences to meet customer needs and expectations.	C.M3 Explain how selected cruises and tourist rail experiences meet customer needs and expectations.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.P5, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have internet access for research.

Essential information for assessment decisions

Learning aims A and B

Learners will select two different types of cruises, for example a river cruise and a themed fly-cruise, plus two rail experiences involving at least one overnight and one rail experience lasting up to one day.

For Distinction standard, learners should evaluate two different types of cruises and one overnight and one day trip tourist rail experience. Their evaluation should be comprehensive and include the suitability for at least two different target markets including both facilities on board and within boarding/alighting, embarkation and disembarkation points. They should also consider the suitability of the cruise areas and rail routes and the types of trains, ship and companies that operate them within their evaluations.

For Merit standard, learners should provide a detailed description of both cruise and tourist rail experiences. Their descriptions should include at least two types of cruises and an overnight and a day trip tourist rail experience. They should provide named examples and also cover the types of cruises, tourist rail, shipping and rail company, and train type and ship. They should also describe the route and cruise areas including any stops and boarding/alighting, embarkation and disembarkation points.

Learners should explain the facilities on board and within the boarding/alighting, embarkation and disembarkation points for two different types of cruises and one overnight tourist rail experience and one day trip tourist rail experience for their different target markets. They should also consider the reasons for choosing the cruise and tourist rail experience for that particular target market within their explanation.

For Pass standard, learners should outline examples of at least two different types of cruises and overnight and day trip tourist rail experiences. The outline should include examples of the cruise ship and train type and cruise and train companies. They should then go on to locate on a map the cruise areas and rail routes of their selected cruise and tourist rail experiences.

Learners must also describe the facilities on board and within the boarding/alighting, embarkation and disembarkation points of their chosen cruise types and tourist rail experiences and at least two different target markets for each, making reference to the reasons people may choose the cruise and tourist rail experiences.

Learning aim C

Learners will be given four customer scenarios (two cruise and two tourist rail experiences) from which they will choose one cruise and one rail scenario. They must select two suitable cruises and two tourist rail experiences to meet the needs of the customers given in their chosen scenarios. Each scenario will be for a different customer type, each with at least four different needs and expectations.

For Distinction standard, learners must recommend the choice of cruise and tourist rail experience that best meets the needs and expectations of the customer types in the selected customer scenarios. The justification should include reasons why one cruise and one tourist rail experience meet the customers' needs and expectations better than the second choice. The justification will consider the facilities on board and in the embarkation/disembarkation, boarding/alighting points, ship/train type and the route/cruise area including points on route and cruise ports of call.

For Merit standard, learners should explain how their choice of cruise and tourist rail experiences meet the needs and expectations of the selected customer types for the selected customer scenarios. Learners should include how different needs and expectations of the customer type are met by their selection, including the facilities on board and in the embarkation/disembarkation, boarding/alighting points, ship/train type and the route/cruise area including points on route and cruise ports of call.

For Pass standard, learners will select two appropriate named cruises and two tourist rail experiences based on their chosen customer scenarios. The selection should provide details of the cruises and tourist rail experiences which may include the facilities on board and in the embarkation/disembarkation, boarding/alighting points, ship/train type and the route/cruise area including points on route and cruise ports of call.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 2: Customer Service in Travel and Tourism Organisations.
- Unit 5: Travel Planning
- Unit 8: Your Country as a Tourist Destination.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 13: Hospitality in the Travel and Tourism Industry

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will focus on understanding hospitality in the travel and tourism industry and the factors that are affecting hospitality businesses in the sector.

Unit introduction

Hospitality is an important part of travel and tourism. Travel and tourism usually involves an overnight stay, which requires accommodation, and tourists will often require food and drink services when they visit a tourist destination. In most tourist destinations there is competition between different hospitality businesses. Therefore, the hospitality sector has to carefully plan to offer a range of products and services that meet the needs and expectations of their customers in order to be successful.

In this unit you will investigate the types of business in the hospitality sector, including both food and drink service and accommodation in a chosen tourist destination. You will have the opportunity to select a tourist destination from your own country or another country. You will also investigate the products and services that hospitality businesses offer your chosen tourist destination.

You will have the opportunity to develop your creativity and apply your understanding of customer needs and expectations by planning either a food and drink service area or an accommodation area for a hospitality business.

In addition, you will explore factors that are affecting hospitality in the travel and tourism industry, including both internal and external factors and how they affect hospitality businesses.

Learning aims

In this unit you will:

- A** Investigate the products and services of hospitality in the travel and tourism industry
- B** Develop a plan for the provision of a food and drink service area or an accommodation area
- C** Explore factors affecting hospitality in the travel and tourism industry.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the products and services of hospitality in the travel and tourism industry	A1 Types of hospitality business A2 Products and services A3 Meeting the needs and expectations of different customer types	A report presenting the types of accommodation and food and drink service businesses in a chosen tourist destination. This will include the products and services of a named hospitality business in that destination.
B Develop a plan for the provision of a food and drink service area or an accommodation area	B1 Hospitality business type B2 Plan	A plan of a food and drink service or accommodation area to meet the needs and expectations of customers.
C Explore factors affecting hospitality in the travel and tourism industry	C1 Factors internal to the hospitality business C2 Factors external to hospitality businesses C3 Effects of internal and external factors on hospitality businesses	A presentation of internal and external factors that are affecting hospitality businesses. This will include a recommendation of how a hospitality business could respond to internal and external factors.

Content

Learning aim A: Investigate the products and services of hospitality in the travel and tourism industry

A1 Types of hospitality business

- Food and drink service, e.g.:
 - restaurants
 - takeaway and fast food
 - cafes and coffee shops
 - bars and nightclubs
 - wedding and event venues.
- Accommodation, e.g.:
 - hotels including resort, luxury, budget, boutique, airport
 - hostels and poshtels, bed and breakfast, apartments, villas and homestays
 - camping, campervans, caravanning, yurts and glamping pods.

A2 Products and services

- Food and drink, e.g.:
 - service levels – bistro, buffet, a la carte, delivery
 - banquet and events, local and international food and drink
 - opening times – breakfast, lunch, dinner.
- Accommodation, e.g.:
 - entertainment – shows, sports
 - health, beauty and fitness-spas, gyms, swimming pools, hairdressing and beauty
 - event organising
 - in-room services – laundry, dining, entertainment.

A3 Meeting the needs and expectations of different customer types

- Different types of customers including:
 - families – may require children's menus, furniture, e.g. cots and highchairs, children's entertainment, e.g. shows and activity packs
 - couples – special occasion services, e.g. champagne and flowers, honeymoon suites, photography services
 - individual customers – menus tailored to meet allergen and dietary requirements
 - customers travelling in groups – adapted areas for large groups, e.g. dormitories, large tables, social areas and lounges
 - people travelling for business purposes – business services, e.g. desks, business equipment, Wi-Fi and device charging points
 - customers from other countries – menus in different languages, local entertainment, souvenir shops.

Learning aim B: Develop a plan for the provision of a food and drink service area or an accommodation area

It is important that hospitality businesses plan the areas that customers use to ensure that they meet their needs and expectations.

B1 Hospitality business type

- Food and drink service area, e.g. customer seating area for a restaurant, take-away service area, buffet service area and customer seating.
- Accommodation area, e.g. hotel, hostel, bed and breakfast room, caravan or campervan, yurt or glamping pod or tent, apartment or villa.

B2 Plan

- Food and drink service area plan to include:
 - level of service, e.g. buffet, a la carte
 - location, e.g. sea view, terrace
 - size
 - layout
 - customer flow
 - products and services
 - furnishing, theme or design.
- Accommodation area plan to include:
 - level of service, e.g. luxury or self-catering
 - size
 - layout
 - location, e.g. first floor, ground floor, sea view
 - guest flow, e.g. ease for customer to move around the area
 - products and services
 - furnishing, theme or design.

Learning aim C: Explore factors affecting hospitality in the travel and tourism industry

C1 Factors internal to the hospitality business

- Brand and ownership type, e.g. family-run business, large hotel/restaurant group or chain.
- Pricing and promotion, e.g. special offers on menus, low and high season pricing.
- Location, e.g. beach front, city centre.
- Technology choices – availability of Wi-Fi, apps, devices.
- Environmental – approach to reuse and recycling, energy-saving products, sources of food and drink used, e.g. local produce.

C2 Factors external to hospitality businesses

- Technology, e.g. latest developments, speed and cost.
- Economic, e.g. taxes, local, national and international economy affecting customers' spending habits.
- Fashions and trends, e.g. wellbeing, laid-back luxury, food focused, personalisation, environmental.
- Appeal and image of the tourist destination, e.g. popularity changes of destination.
- Health, safety and security, e.g. pandemics, terrorism.
- Legislation, e.g. relating to equality, working conditions, health and safety.

C3 Effects of internal and external factors on hospitality businesses

- Competition with other businesses.
- Increases/decreases in customers.
- Increases/decreases in profit.
- Changes to products and services.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the products and services of hospitality in the travel and tourism industry		A.D1 Analyse how a hospitality business effectively meets different customer needs and expectations.
A.P1 Describe the types of hospitality business at a chosen tourist destination. A.P2 Describe the products and services on offer at a chosen hospitality business to meet customer needs and expectations.	A.M1 Explain why different products and services are offered at a chosen hospitality business to meet customer needs and expectation.	
Learning aim B: Develop a plan for the provision of a food and drink service area or an accommodation area		
B.P3 Plan either a food and drink service area or accommodation area for a hospitality business to meet customer needs and expectations.	B.M2 Create a detailed plan for a hospitality business to meet customer needs and expectations.	
Learning aim C: Explore factors affecting hospitality in the travel and tourism industry		C.D2 Recommend how a chosen hospitality business could respond to internal and external factors.
C.P4 Describe internal factors and their effects on hospitality businesses in a chosen tourist destination. C.P5 Describe external factors and their effects on hospitality businesses in a chosen tourist destination.	C.M3 Explain how internal and external factors affect a chosen hospitality business.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.M2)

Learning aim: C (C.P4, C.P5, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit. Learners will need access to the internet to carry out independent research.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will analyse the products and services on offer at one named hospitality business in their chosen tourist destination. The analysis will show how learners understand that hospitality businesses may offer products and services for a range of customer types. The analysis will consider how well the hospitality business meet the needs and expectations of its customers through the products and services it offers.

For Merit standard, learners will further explain why a chosen hospitality business offers the products and services that are provided, explaining why different products and services are appropriate for different customer needs and expectations.

For Pass standard, learners will describe different types of both food and drink and accommodation hospitality businesses that could be found in a tourist destination. Learners can select a local or national destination in their own country or a tourist destination in another country. For the same destination learners will be able to select either one named hospitality business in the food and drink sector or one named accommodation business and describe the products and services on offer at that hospitality business. They will describe the types of customers that the business attracts and their needs and expectations.

Learning aim B

For Merit standard, learners will create a detailed plan for a food and drink customer service area or an accommodation area that could be appropriate for a hospitality business in their chosen tourist destination. The detailed plan will include appropriate hospitality products and services for a chosen customer type, with clear proposals for level of service, furnishings, theme or design appropriate to the size, layout and customer flow.

For Pass standard, learners will create a plan for either a food and drink customer service area or an accommodation area of a hospitality business that could be appropriate for a hospitality business in their chosen tourist destination. The plan should include appropriate hospitality products and services and meet the needs and expectations of at least one customer type. It will include the proposed level of service, furnishings, theme or design and will indicate the location, size, planned layout and customer flow. At pass level the plan may be quite simple. Diagrams and images can be used to support the plan.

Learning aim C

For Distinction standard, learners should recommend how a named hospitality business in their chosen tourist destination could respond to internal and external factors. The recommendations should include potential responses to both internal and external factors and be appropriate to the type of hospitality business and the destination it is located in. For example, a local restaurant could begin to offer a takeaway and delivery service during a pandemic to continue to trade during a lock-down period.

For Merit standard, learners will explain how a named hospitality business in their chosen tourist destination is affected by both internal factors and external factors. The explanation should include a range of both internal and external factors that are affecting the type of business chosen. The explanation should include an understanding of the factor and how the business is affected.

For Pass standard, learners will describe how different internal and external factors affect hospitality businesses in their chosen tourist destination. They can choose to include different types of business in their description or focus on one type of hospitality business. They should describe at least two each of internal and external factors and how the factors affect hospitality businesses.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 2: Customer Service in Travel and Tourism Organisations
- Unit 3: Development of The Travel and Tourism Industry
- Unit 6: Exploring Marketing in Travel and Tourism.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- hospitality business material as exemplars
- visits to appropriate hospitality business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

4 Planning your programme

How do I choose the right BTEC International Level 2 qualification for my learners?

BTEC International Level 2 qualifications come in a range of sizes, each with a specific purpose. You will need to recruit learners very carefully to ensure that they start on the right size of qualification to fit into their study programme and that they take the right pathways or optional units to allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC International Level 2 Award or Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC International Level 2 Extended Certificate or Diploma.

Some learners are sure of the sector in which they wish to work and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC International Level 2 Diploma as the most suitable qualification.

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that the learners you recruit have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have sufficient learning to study at this level.

If learners are studying in English we recommend that they have attained at least Level B2 in the Common European Framework of Reference for Languages or Pearson Global Scale of English 51. Please see resources available from Pearson at www.pearson.com/english.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8 Quality assurance*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC International Level 2 qualifications. For some units, specific resources are required.

How can Pearson Progress help with planning for these qualifications?

Pearson Progress is a digital support system that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities such as course creation, creating and verifying assignments and creating assessment plans and recording assessment decisions.

For further information, see *Section 10 Resources and support*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC International Level 2 qualifications using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

BTEC International Level 2 qualifications are vocational qualifications and, as an approved centre, you are encouraged to work with employers on design, delivery and assessment to ensure that it is engaging and relevant, and that it equips learners for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, sample Pearson Set Assignments, Authorised Assignment Briefs and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10 Resources and support*.

5 Assessment structure

Introduction

BTEC International Level 2 qualifications are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *Pearson Set Assignments*, which are set by Pearson and marked by teachers.

- Mandatory units have a combination of internal and Pearson Set Assignments.
- All optional units are internally assessed.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. You must plan the assignments so that learners can demonstrate learning from across their programme.

In administering an internal assignment or a Pearson Set Assignment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview, with signposting to relevant documents, is given in *Section 7 Administrative arrangements*.

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

Pearson Set Assignment units

A summary of the set assignments for this qualification is given in *Section 2 Structure*. You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately. Learners must take the authorised Pearson Set Assignment for the set assignment unit. Teachers are not permitted to create their own assessments for set assignment units. Some assignments may need to be taken in controlled conditions. These are described in each unit.

Please see *Section 6* for resubmission and retaking regulations.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *BTEC International Quality Assurance Handbook*.

All members of the assessment team need to refer to this document.

For BTEC International Level 2 qualifications, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet international standards.

All units in these qualifications are internally assessed but Pearson sets the assignments for some of the units.

Principles of internal assessment (applies to all units)

Assessment through assignments

For all units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered.

An assignment may take a variety of forms, including practical and written types.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period.

Assignments can be divided into tasks and may require several forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments. For Pearson Set Assignment units, Pearson will set the assignment.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC International Level 2 qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to show 'analysis' and the related Pass criterion requires the learner to 'explain', then to satisfy the Merit criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2: Glossary of terms used*, we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit, then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the qualification.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities; the roles are listed below. There is detailed information in the *BTEC International Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification, record keeping and liaison with the standards verifier, ensuring our requirements are met. The Lead IV acts as an assessor, standardises and supports the rest of the assessment team, making sure that they have the information they need about our assessment requirements and organises training, making use of our standardisation, guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activities in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners. Before making any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out. We support you through, for example, providing training materials and sample documentation.

Our online Pearson Progress service can help support you in planning and record keeping. Further information on using Pearson Progress can be found in *Section 10 Resources and support*, and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- to the best of their knowledge the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in Appendix 2: Glossary of terms used
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding evidence across the unit. Therefore, criteria may relate to one learning aim (for example A.D1) or to several learning aims (for example AB.D1). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can ensure that standards are being satisfied and achieved. This process gives stakeholders confidence in the assessment approach.

The programme must have an assessment plan validated by the Lead IV.

When producing a plan, the assessment team needs to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete assessments and when quality assurance will take place
- the completion dates for different assignments and the name of each Assessor
- who is acting as the Internal Verifier for each assignment and the date by which the assignment needs to be internally verified

- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of assessment decisions
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- internal verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- internal verification of assessment decisions
- assessment tracking for the unit.

There are examples of records and further information in the *BTEC International Quality Assurance Handbook*.

Setting effective assignments (applies to all units without Pearson Set Assignments)

Setting the number and structure of assignments

This section does not apply to set assignment units. In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For these units we provide sample Authorised Assignment Briefs and we give you suggestions on how to create suitable assignments. You can find these materials on our website. In designing your own assignment briefs, you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example, to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more assignments.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning, using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario – this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTECs have always allowed for a variety of forms of evidence to be used – provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and, for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2: Glossary of terms used*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets. Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Late completion, resubmission and retakes (applies to all units including Pearson Set Assignment units)

Dealing with late completion of assignments for internally-assessed units

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or by the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria.

Resubmission of improved evidence for internally-assessed units

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example, through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted has been authenticated by both the learner and assessor and remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days after the timely issue of assessment feedback to learners, which is within term time in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

We recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit owing to a lack of resources being available, for example, where learners may need to access a performance space or have access to specialist equipment. Where it is practical to do so, for example, evaluations, presentations, extended writing, resubmission must remain within the normal 15-day period.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may be achieved at a Pass only.

The Lead Internal Verifier must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The retake is not timebound and the assignment can be attempted by the learner on a date agreed between the Lead IV and assessor within the same academic year.

For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. Information on writing assignments for retakes is given on our website (www.btec.co.uk/keydocuments).

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. You need to refer to the *International Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example, if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to their chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *International Information Manual*. We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website, in the document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see above). You can give special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration if they are in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Conducting set assignments

Centres must make arrangements for the secure delivery of Pearson Set Assignments.

At least one Pearson Set Assignment will be available each year for each unit with an additional one provided for resit. Centres must not select an assignment that learners have attempted already.

Each set assignment unit will contain instructions in the *Essential information for assignments* section on how to conduct the assessment of that unit.

Some set assignments will need to be taken with limited controls. Limited controls are described in each unit and may include the following conditions:

- Time: each assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.
- Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.
- Resources: all learners should have access to the same types of resources to complete the assignment.
- Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Schools and colleges must be able to confirm that learner evidence is authentic.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives comprehensive information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Learner malpractice refers to any act by a learner that compromises or which seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Learner malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with learner malpractice, staff and centre malpractice is any act that compromises or which seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ Suspected Malpractice Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com, who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *International Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit a unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to the following documentation. These documents are reviewed annually and are reissued if updates are required.

- *BTEC International Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *International Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.
- Centres should refer to the *Further information for teachers and assessors* section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *BTEC International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres resources and processes that exemplify assessment and appropriate standards. Approved centres must use these to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 2 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example, making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 2 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, AND achieve a Pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, abiding by the minimum requirements in the compensation table below
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite, provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Calculation of the qualification grade

These qualifications are a Level 2 qualifications and the certification may show a grade ranging from Level 2 Pass to Level 2 Distinction*. Please refer to the *Calculation of qualification grade* table for the full list of grades. Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction. Learners whose level of achievement is below a Level 2 Pass will receive an unclassified (U) for that unit. Distinction* is not available at unit level. Award of Distinction* (D*) D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold – see the *Calculation of qualification grade* table with the following allowable tolerances.

Qualification	Units required at Pass or above	Unit equivalence
Award (120 GLH)	All units must be achieved at Pass or above	0 units
Certificate (240 GLH)	All units must be achieved at Pass or above	0 units
Extended Certificate (360 GLH)	Mandatory units must be achieved at Pass or above, 60 GLH only at U grade permitted from optional units	e.g. 1 ´ 60 GLH unit
Diploma (480 GLH)	Mandatory units must be achieved at Pass or above, 120 GLH only at U grade permitted from optional units	e.g. 2 ´ 60 GLH units OR 1 ´ 120 GLH unit

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 Guided Learning Hours			
Unclassified	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	4	6	8

We will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore, they gain 12 points for that unit, i.e. 4 points for each 10 GLH, so 12 points for 30 GLH.

Calculation of qualification grade

Award		Certificate		Extended Certificate		Diploma	
120 GLH		240 GLH		360 GLH		480 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Level 2 Pass	48	Level 2 PP	96	Level 2 PP	144	Level 2 PP	192
		Level 2 MP	114	Level 2 MP	174	Level 2 MP	234
Level 2 Merit	66	Level 2 MM	132	Level 2 MM	204	Level 2 MM	276
		Level 2 DM	150	Level 2 DM	234	Level 2 DM	318
Level 2 Distinction	84	Level 2 DD	168	Level 2 DD	264	Level 2 DD	360
		Level 2 D*D	174	Level 2 D*D	270	Level 2 D*D	366
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*	276	Level 2 D*D*	372

This table shows the minimum thresholds for calculating grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

The tables below give examples of how the overall grade is determined.

Examples used are for illustrative purposes only. Other unit combinations are possible, see *Section 2 Structure*.

Example 1

Achievement of a Certificate with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	60	6	Level 2 Merit	6	36
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Pass	4	12
Unit 7	30	3	Level 2 Distinction	8	24
Qualification grade totals	240	24	Level 2 MM		138

The learner has sufficient points for a Level 2 MM grade.

Example 2

Achievement of a Certificate with a Level 2 D*D grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	60	6	Level 2 Distinction	8	48
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	30	3	Level 2 Distinction	8	24
Qualification grade totals	240	24	Level 2 D*D		174

The learner has sufficient points for a Level 2 D*D grade.

Example 3

Achievement of an Extended Certificate with a Level 2 MP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	60	6	Level 2 Pass	4	24
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	30	3	Level 2 Pass	4	12
Unit 8	30	3	Level 2 Merit	6	18
Unit 9	30	3	Level 2 Merit	6	18
Unit 12	60	6	Level 2 Pass	4	24
Qualification grade totals	360	36	Level 2 MP		180

The learner has sufficient points for a Level 2 MP grade.

Example 4

Achievement of a Diploma with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	30	3	Level 2 Pass	4	12
Unit 4	60	6	Level 2 Merit	6	36
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Pass	4	12
Unit 7	30	3	Level 2 Merit	6	18
Unit 8	30	3	Level 2 Merit	6	18
Unit 9	60	6	Level 2 Merit	6	36
Unit 10	30	3	Level 2 Merit	6	18
Unit 11	30	3	Level 2 Merit	6	18
Unit 12	60	6	Level 2 Distinction	8	48
Unit 13	30	3	Level 2 Merit	6	24
Qualification grade totals	480	48	Level 2 MM		276

The learner has sufficient points for a Level 2 MM grade.

Example 5

Achievement of a Diploma with a Level 2 DD grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Distinction	8	24
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	30	3	Level 2 Distinction	8	24
Unit 4	60	6	Level 2 Distinction	8	48
Unit 5	30	3	Level 2 Merit	6	18
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	30	3	Level 2 Distinction	8	24
Unit 8	30	3	Level 2 Distinction	8	24
Unit 9	60	6	Level 2 Distinction	8	48
Unit 10	30	3	Level 2 Merit	6	18
Unit 11	30	3	Level 2 Distinction	8	24
Unit 12	60	6	Level 2 Distinction	8	48
Unit 13	30	3	Level 2 Merit	6	18
Qualification grade totals	480	48	Level 2 DD		366

The learner has sufficient points for a Level 2 DD grade.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Level 2 qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from September 2022) gives you details of the administration of the qualifications and information on the units for the qualifications.

Pearson Progress

Pearson Progress is a digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 2 Travel and Tourism qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner.

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Support for teaching and learning

Pearson Learning Services provide a range of engaging resources to enable you to start teaching BTEC International Level 2 qualifications. These may include the following free materials:

- delivery guides, which give you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. They explain the key features of the BTEC International Level 2 Travel and Tourism qualifications, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance.
- sample schemes of work are provided for each mandatory unit as well as a selection of optional units. These are available in Word™ format for ease of customisation
- slide presentations for use in your teaching to outline the key concepts of a unit
- delivery plans that help you structure delivery of a qualification.

We also provide paid for resources and courseware which may include:

- teacher resource packs developed by Pearson including materials and activities to fully support your teaching of units
- student books, designed to support the teaching and learning journey. These include case studies, discussion prompts, key content and supporting images to help learners develop their understanding. Items from the student books will link with other resources, which will support teaching and learning.

Support for assessment

Sample assessment materials for internally-assessed units

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally set units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see www.pearson.com/english

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International Level 2 qualifications. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Regional teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 2 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC International Level 2 qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1: Transferable employability skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning'.^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework^[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.



The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in Travel and Tourism, it indicates the interpretation of the skills in this area. A full interpretation of each skill, with mapping to show opportunities for learner development, is given on the subject pages of our website:

<http://qualifications.pearson.com>.

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

² Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	Critical thinking Problem solving Analysis Reasoning/argumentation Interpretation Decision making Adaptive learning Executive function	Developing the ability to make a persuasive case in the field of travel and tourism supporting one or more arguments, including the ability to create a balanced and evaluated argument.
	Creativity	Creativity Innovation	
Intrapersonal skills	Intellectual openness	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity	Taking responsibility for planning travel and holidays for different types of customer.
	Work ethic/ conscientiousness	Initiative Self-direction Responsibility Perseverance Productivity Self-regulation (metacognition, forethought, reflection) Ethics Integrity	
	Positive core self-evaluation	Self-monitoring/ self-evaluation/ self-reinforcement	
Interpersonal skills	Teamwork and collaboration	Communication Collaboration Teamwork Cooperation Empathy/perspective taking Negotiation	Advocating the position of another in an oral presentation.
	Leadership	Responsibility Assertive communication Self-presentation	

Appendix 2: Glossary of terms used

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or to identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Develop	Learners grow or progress a plan, ideas, skills and understanding.
Evaluate	<p>Learners' work draws on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.</p> <p>Evidence will often be written but could be through presentation or activity.</p>
Explain	Learner's work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn.
Explore	Skills and/or knowledge involving practical research or testing.
Investigate	Learners conduct an inquiry or study into something to discover and examine facts and information.
Justify	<p>Learners give reasons or evidence to:</p> <ul style="list-style-type: none"> • support an opinion, or • prove something right or reasonable.

Plan	Learners create a way of doing a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish.
Prepare	Learners gather necessary information (through research) in order to make (something) ready for use or consideration.
Recommend	Learners suggest particular action(s) that should be done.
Report	Learners can adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Research	Learners proactively seek information from primary and secondary sources.
Review	<p>Learners make a formal assessment of work produced.</p> <p>The assessment allows learners to:</p> <ul style="list-style-type: none"> · appraise existing information or prior events · reconsider information with the intention of making changes, if necessary.
Understand	Learners demonstrate knowledge related to defined situations.

This is a key summary of the types of evidence used for BTEC International Level 2 qualifications.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Independent research	An analysis of substantive research organised by learners for secondary and, if applicable, primary source.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Group task	Learners work together to show skills in defining and structuring activity as a group.
Presentation	Learners produce a plan as an outcome related to a given or limited task.
Skills audit	An audit of relevant skills for a task/activity or job role.

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