Pearson
BTEC International
Level 2 Qualifications
Travel and Tourism

Specification

Pearson BTEC International Level 2 Certificate in Travel and Tourism (21002)

Pearson BTEC International Level 2 Extended Certificate in Travel and Tourism (21056)

Pearson BTEC International Level 2 Diploma in Travel and Tourism (21057)

For first teaching October 2015

Issue 2

ALWAYS LEARNING

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Edexcel, BTEC and LCCI qualifications

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About Pearson

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Pearson's Self-regulated Framework qualifications

These qualifications have been approved by Pearson as meeting the criteria for Pearson's Self-regulated Framework.

Pearson's Self-regulated Framework is designed for qualifications that have been customised to meet the needs of a particular range of learners and stakeholders. These qualifications are not accredited or regulated by any UK regulatory body. For further information please see Pearson's Self-regulated Framework policy on our website.

This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

Contents

1 Purpose of this specification

Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma qualifications in Travel and Tourism are designed for international schools and colleges. They are part of an international suite of BTEC qualifications offered by Pearson. These qualifications are not available to centres in the United Kingdom, the Channel Islands, the Isle of Man or British armed forces schools overseas.

The purpose of this specification is to set out:

● the aim of the qualifications

● the structure and rules of combination of the qualifications

● the resources required by the centre to offer the qualifications

● the knowledge, skills and understanding which will be assessed as part of the qualifications

● the method of assessment and any associated requirements relating to it

● the criteria against which learners' level of attainment will be measured (for example assessment criteria).

If you need guidance or support please contact your Pearson representative.

BTEC International Level 2 qualification titles covered by this specification

The following qualifications have been approved by Pearson Education Limited as meeting the criteria for Pearson's Self-regulated Framework. These qualifications are not accredited or regulated by any UK regulatory body.

Pearson BTEC International Level 2 Certificate in Travel and Tourism (21002)

Pearson BTEC International Level 2 Extended Certificate in Travel and Tourism (21056)

Pearson BTEC International Level 2 Diploma in Travel and Tourism (21057)

The qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This specification must be used for delivery and teaching in your centres. For international centres, the qualifications in this specification replaces the following QCF qualifications:

Pearson BTEC Level 2 Certificate in Travel and Tourism (QCF)   500/8019/2

Pearson BTEC Level 2 Extended Certificate in Travel and Tourism (QCF)   500/8016/7

Pearson BTEC Level 2 Diploma in Travel and Tourism (QCF)   500/8060/x

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Pearson's suite of international BTEC qualifications

BTEC International Level 2 qualifications make up our suite of international BTEC provision. These qualifications are available in a range of sectors for learners who wish to explore a work-related vocational qualification or specific industry area. The qualifications offer learners the knowledge, understanding and skills they need to prepare them for employment.

On successful completion of a BTEC International Level 2 qualification, learners can progress to continued study in the same or related vocational area and/or within employment in the travel and tourism sector.

BTEC International Level 2 Certificate

The BTEC International Level 2 Certificate is a work-related vocational qualification that focuses on particular aspects of employment in the appropriate vocational sector. The BTEC International Level 2 Certificate is a qualification that can be part of a learners' programme of study which will give them a vocational learning experience. The qualification has the potential to prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area.

BTEC International Level 2 Extended Certificate

The BTEC International Level 2 Extended Certificate extends the work-related focus from the BTEC International Level 2 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. Through optional units, the BTEC International Level 2 Extended Certificate offers flexibility and a choice of emphasis. It provides an engaging programme for those who are clear about the vocational area they wish to explore through further study, or for those who wish to enter employment. The qualification has the potential to prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area.

BTEC International Level 2 Diploma

The BTEC International Level 2 Diploma extends the work-related focus from the BTEC International Level 2 Extended Certificate, with broader coverage of knowledge and practical skills required for the vocational sector.

The qualification has the potential to prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area and for those who have decided that they wish to enter a particular area of work, for progression to employment in the appropriate vocational sector.

Other learners may want to use this qualification to extend the specialism they studied in the BTEC International Level 2 Certificate or the BTEC International Level 2 Extended Certificate programme.

2 Qualification summaries

Key information

Pearson BTEC International Level 2 Certificate in Travel and Tourism	
Total Notional Learning Hours (NLH)	150 (including 90 Guided Learning Hours (GLH))
Qualification value (NLH/10)	15
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

Pearson BTEC International Level 2 Extended Certificate in Travel and Tourism	
Total Notional Learning Hours (NLH)	300 (including 180 Guided Learning Hours (GLH))
Qualification value (NLH/10)	30
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

Pearson BTEC International Level 2 Diploma in Travel and Tourism	
Total Notional Learning Hours (NLH)	600 (including 360 Guided Learning Hours (GLH))
Qualification value (NLH/10)	60
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

For further information on Notional Learning Hours please see *Section 8 Programme delivery* and *Section 10 Understanding the units*.

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Aims of the Pearson BTEC International Level 2 qualifications in Travel and Tourism

The Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma qualifications in Travel and Tourism have been developed to:

- give full-time learners the opportunity to enter employment in the travel and tourism sector or to progress to Level 3 vocational qualifications

- provide education and training for travel and tourism employees

- give opportunities for travel and tourism employees to achieve a Level 2 vocationally-specific qualification

- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Key features of the Pearson BTEC International Level 2 qualifications in Travel and Tourism

These qualifications have been developed in the travel and tourism sector to:

- give education and training to travel and tourism employees

- give opportunities for travel and tourism employees to achieve a nationally recognised Level 2 vocationally-specific qualification

- give full-time learners the opportunity to enter employment in the travel and tourism sector or to progress to vocational qualifications such as the Pearson BTEC National Level 3 in Travel and Tourism or the Pearson BTEC National Level 3 in Aviation Operations

- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Rationale for the Pearson BTEC International Level 2 qualifications in Travel and Tourism

Skills gaps identified in the Sector Qualification Strategy (SQS) for Travel and Tourism include customer service skills, destination geography, business awareness and employability or 'soft skills'. These qualifications seek to address these skills gaps and have been structured to encourage the acquisition and development of these skills. *Unit 2: Understanding Customer Service in Travel and Tourism* is part of the core for both the Extended Certificate and the Diploma; there are three units focusing on destination knowledge for the UK, Europe and worldwide, a unit dealing with business skills and two units that deal with employability skills.

The assessment approach allows learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria. Evidence for assessment may be generated through a range of diverse activities including workplace assessment, role play and oral presentation. Delivery strategies should reflect the nature of work in the travel and tourism sector by encouraging learners to research and carry out assessment in the workplace or in simulated working conditions wherever possible. Learners should be encouraged to take responsibility for their own learning and achievement, taking into account sector standards for behaviour and performance.

These qualifications have been designed to build on learning from Key Stage 3, for those who wish to explore a vocational route throughout Key Stage 4, and in post-16 education. It provides a foundation for further study in the sector of qualifications such as the Pearson BTEC National Level 3 in Travel and Tourism and the Pearson Edexcel GCE in Travel and Tourism.

These qualifications are suitable for school leavers who wish to embark on a vocational route through training or education following on from GCSEs or a level 1 vocational qualification.

As BTECs are 'mode free', those already employed in the travel and tourism sector may wish to study for the Certificate, Extended Certificate or Diploma on a part-time basis, using their sector knowledge and expertise to develop evidence for the assessment criteria. The Certificate and Extended Certificate are designed to give learners a grounding of understanding and knowledge of the sector and its customs and practices. Learners studying for the Diploma may choose to specialise in an area such as marketing or itinerary planning. Learners completing these qualifications may seek employment in the travel and tourism sector at a junior level in a wide range of organisations, for example accommodation providers, retail travel, business travel and transport providers such as airlines. The units that make up these qualifications have a strong business element and are therefore suitable for learners who may wish to move into employment, training or further education in another sector such as business, finance or retail.

National Occupational Standards

These qualifications are designed to provide much of the underpinning knowledge and understanding for the UK National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). BTECs do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Pearson BTEC International Level 2 in Travel and Tourism relates to the following NOS.

National Occupational Standards in Travel and Tourism:

● Level 2 S/NVQ in Tourism Services

● Level 3 S/NVQ in Tourism Services

● Level 2 S/NVQ in Travel Services

● Level 3 S/NVQ in Travel Services.

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3 Centre resource requirements

As part of the approval process, the centre must make sure that the resource requirements below are in place before offering Pearson BTEC International Level 2 qualifications.

- The centre must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place to make sure that there is continuing professional development for staff delivering the qualifications.

- The centre must have in place appropriate policies that relate to the delivery of the qualification.

- The centre must deliver the qualifications in accordance with current equality legislation.

- The centre must have in place any specific unit resource requirements as listed in each unit under the heading Essential requirements.

4 Qualification structures

Pearson BTEC International Level 2 Certificate in Travel and Tourism

The Pearson BTEC International Level 2 Certificate in Travel and Tourism qualification totals 150 Notional Learning Hours (NLH).

Learners must achieve the mandatory unit(s) **and** optional units for a combined total value of 15 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

Mandatory unit/s				
Unit	Unit title	Level	Notional Learning Hours	Unit value
1	The Travel and Tourism Sector	2	50	5
3	Understanding the Nature and Effects of World Travel	2	50	5

Optional units				
Unit	Unit title	Level	Notional Learning Hours	Unit value
2	Understanding Customer Service in Travel and Tourism	2	50	5
4	Development of the Travel and Tourism Sector	2	50	5
5	Developing Customer Service Skills in Travel and Tourism	2	50	5
6	Tourism Destinations	2	50	5
7	European Holiday Destinations	2	50	5
8	Worldwide Holiday Destinations	2	50	5
9	Holiday Planning	2	50	5
10	Exploring Marketing in Travel and Tourism	2	100	10
11	Preparing for Employment in Travel and Tourism	2	50	5
12	Developing Employability Skills for Travel and Tourism	2	50	5
13	Organising a Travel and Tourism Study Visit	2	50	5
14	Exploring Airports and Airlines	2	100	10
15	Interpersonal Skills for Holiday Representatives	2	50	5
16	Exploring Travel Agency Operations	2	50	5

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	Optional units (continued)			
Unit	**Unit title**	**Level**	**Notional Learning Hours**	**Unit value**
17	Overseas Holiday Operations	2	50	5
18	Introduction to Cruise Operations	2	50	5
19	Planning a Trip to a Visitor Attraction*	1	40	4
20	Travel and Tourism Group Project	1	40	4
21	Work Experience in Travel and Tourism	1	40	4
22	Hospitality Operations in Travel and Tourism	3	50	5

Pearson BTEC International Level 2 Extended Certificate in Travel and Tourism

The Pearson BTEC International Level 2 Extended Certificate in Travel and Tourism qualification totals 300 Notional Learning Hours (NLH).

Learners must achieve the mandatory unit(s) **and** optional units for a combined total value of 30 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

Mandatory unit/s				
Unit	**Unit title**	**Level**	**Notional Learning Hours**	**Unit value**
1	The Travel and Tourism Sector	2	50	5
2	Understanding Customer Service in Travel and Tourism	2	50	5
3	Understanding the Nature and Effects of World Travel	2	50	5

Optional units				
Unit	**Unit title**	**Level**	**Notional Learning Hours**	**Unit value**
4	Development of the Travel and Tourism Sector	2	50	5
5	Developing Customer Service Skills in Travel and Tourism	2	50	5
6	Tourism Destinations	2	50	5
7	European Holiday Destinations	2	50	5
8	Worldwide Holiday Destinations	2	50	5
9	Holiday Planning	2	50	5
10	Exploring Marketing in Travel and Tourism	2	100	10
11	Preparing for Employment in Travel and Tourism	2	50	5
12	Developing Employability Skills for Travel and Tourism	2	50	5
13	Organising a Travel and Tourism Study Visit	2	50	5
14	Exploring Airports and Airlines	2	100	10
15	Interpersonal Skills for Holiday Representatives	2	50	5
16	Exploring Travel Agency Operations	2	50	5
17	Overseas Holiday Operations	2	50	5
18	Introduction to Cruise Operations	2	50	5

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Optional units (continued)				
Unit	**Unit title**	**Level**	**Notional Learning Hours**	**Unit value**
19	Planning a Trip to a Visitor Attraction	1	40	4
20	Travel and Tourism Group Project	1	40	4
21	Work Experience in Travel and Tourism	1	40	4
22	Hospitality Operations in Travel and Tourism	3	50	5

Pearson BTEC International Level 2 Diploma in Travel and Tourism

The Pearson BTEC International Level 2 Diploma in Travel and Tourism qualification totals 600 Notional Learning Hours (NLH).

Learners must achieve the mandatory unit(s) **and** optional units for a combined total value of 60 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

Mandatory unit/s				
Unit	**Unit title**	**Level**	**Notional Learning Hours**	**Unit value**
1	The Travel and Tourism Sector	2	50	5
2	Understanding Customer Service in Travel and Tourism	2	50	5
3	Understanding the Nature and Effects of World Travel	2	50	5

Optional units				
Unit	**Unit title**	**Level**	**Notional Learning Hours**	**Unit value**
4	Development of the Travel and Tourism Sector	2	50	5
5	Developing Customer Service Skills in Travel and Tourism	2	50	5
6	Tourism Destinations	2	50	5
7	European Holiday Destinations	2	50	5
8	Worldwide Holiday Destinations	2	50	5
9	Holiday Planning	2	50	5
10	Exploring Marketing in Travel and Tourism	2	100	10
11	Preparing for Employment in Travel and Tourism	2	50	5
12	Developing Employability Skills for Travel and Tourism	2	50	5
13	Organising a Travel and Tourism Study Visit	2	50	5
14	Exploring Airports and Airlines	2	100	10
15	Interpersonal Skills for Holiday Representatives	2	50	5
16	Exploring UK Travel Agency Operations	2	50	5
17	Overseas Holiday Operations	2	50	5
18	Introduction to Cruise Operations	2	50	5

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Optional units (continued)				
Unit	Unit title	Level	Notional Learning Hours	Unit value
19	Planning a Trip to a Visitor Attraction	1	40	4
20	Travel and Tourism Group Project	1	40	4
21	Work Experience in Travel and Tourism	1	40	4
22	Hospitality Operations in Travel and Tourism	3	50	5

5 Assessment and grading

The assessment of BTEC International Level 2 qualifications is criterion referenced and the centre is required to assess learners' evidence against published outcomes of learning and assessment criteria.

Each unit the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria

A grading scale of pass, merit and distinction is applied to all units.

BTEC internal assessment

All units in the BTEC International Level 2 qualifications are assessed through internal assessment, which means that the centre can deliver the programme in a way that suits its learners and relates to local need. The way in which the centre delivers the programme must also ensure that assessment is fair and that standards are consistent over time. To achieve this, it is important that centres:

- plan the assessment of units to fit with delivery, allowing for links across units
- write suitable assessments (for example assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Internal Verifier, when it will be used and assessed, how long it will take, and how the centre will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that the implementation, delivery and assessment is consistent with BTEC quality standards.

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Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the BTEC quality standards in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers. Internal Verifiers must make sure that assessment is fully validated in the centre by:

● checking every assessment instrument carefully and endorsing it before it is used

● ensuring that each learner is assessed carefully and thoroughly using the relevant assessment criteria and associated guidance in the specification

● ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with BTEC quality standards.

Assessors must be standardised using Pearson-approved materials before making any assessment decisions. Assessors are usually the teachers in the school or college, but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is carried out in a way that is correct and consistent with BTEC quality standards. Assessors may also draft or adapt internal assessment instruments. Centres are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

● the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification

● assessment instruments, which are authorised through an Internal Verifier

● assessment records, which contain the assessment decisions for each learner for each unit

● an internal verification sampling plan, which shows how assessment decisions are checked, and which must include across the sample all assessors, unit assessment locations and learners

● internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

As BTEC International Level 2 qualifications are all internally assessed, it is important that learners are prepared for assessment. Learners:

● must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification

● need to understand how they will be assessed and the importance of timescales and deadlines

● need to fully appreciate fully that all the work submitted for assessment must be their own.

Centres will need to give learners an induction and a guide or handbook to cover:

● the purpose of the assessment briefs for learning and assessment

● the relationship of the tasks given for assessment and the grading criteria

● the concept of vocational and work-related learning

● how they can develop responsibility for their own work and build their vocational and employability skills

- how they should use and reference source materials, including what would constitute plagiarism.

The centre must communicate assessment grading rules to all learners at the beginning of the programme.

For guidance on all of the rules surrounding internal assessment for BTEC qualifications please see the *Guide to Internal Assessment for BTEC Firsts and Nationals* which can be located in the key documents section of our website.

Final assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given full opportunity to show how they have achieved the outcomes of learning covered by a final assessment. This is carried out by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Centres must devise an assessment plan that will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Centres' Internal Verifiers and Assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

Centres must encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes, it is important that learners are assessed fairly and consistently according to the assessment plan that the Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. Centres are not required to accept assessment work that was not completed by the date in the assessment plan. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If a late completion by a learner is accepted, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate to give automatic downgrades on assessment decisions as 'punishment' for late submission.

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Resubmission of improved evidence

Once an assessment decision is given to a learner it is final in all cases, except where the Internal Verifier approves **one** opportunity to resubmit improved evidence. The criteria used by the Internal Verifier to authorise a resubmission opportunity are always:

● initial deadlines or agreed extensions have been met

● the teacher considers that the learner will be able to provide improved evidence without further guidance

● the evidence submitted for assessment has been authenticated by the learner and the assessor

● the original assessment can remain valid

● the original evidence can be extended and re-authenticated.

Centres will need to provide a specific resubmission opportunity that is authorised by the Internal Verifier. Any resubmission opportunity must have a deadline that is **within 10 days** of the assessment decision being given to the learner, and in the same academic year.

Centres should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners. Centres must consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements. For example, the centre may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How centres provide opportunities to improve and resubmit evidence for assessments needs to be fair to all learners.

Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier is likely to want to include evidence that has been resubmitted as part of the sample they will review.

Retaking assessment

BTEC International Level 2 qualifications do not allow for compensation – this means that learners must achieve every pass criterion in order to successfully achieve the qualification.

Conditions for retaking a new assignment

If a learner has met all of the conditions set out above in *Resubmission of improved evidence* but has still not achieved the targeted pass criteria following the resubmission of the assignment, the Internal Verifier may authorise **one** retake opportunity to meet the required pass criteria. The Internal Verifier must authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The criteria used by the Internal Verifier to authorise a resubmission opportunity are always:

● the retake must be a new task or assignment targeted only to the pass criteria that were not achieved in the original assignment – an assessor cannot award a merit or distinction grade for a retake

● the assessor must agree and record a clear deadline before the learner starts the retake

● the learner and assessor must sign declarations of authentication as they did for previous submissions

Standards Verifiers will require the centre to include evidence of any retakes in sampling. Retakes should not be required as a matter of course. Centres should keep a record of the number of retakes required on any programme to support the centres' own quality monitoring.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible value specified by the rule of combination will achieve the qualification at pass grade (see *Section 4: Qualification structures*).

Qualification grades above pass grade

Learners will be awarded a merit, distinction or distinction* qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved and the value of the unit (as shown in the table below).

Points available per unit value at specified unit grades and levels

The table below shows the number of points scored per unit value at the unit level and grade.

Unit level	Points per unit value		
	Pass	**Merit**	**Distinction**
Level 1	3	4	5
Level 2	**5**	**6**	**7**
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table overleaf will achieve the qualification merit or distinction or distinction* grade (or combinations of these grades appropriate to the qualification).

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Qualification grade

Qualification	Points range above pass grade		
	Merit	**Distinction**	**Distinction***
BTEC International Level 2 Certificate	85–94	95–99	100 and above
BTEC International Level 2 Extended Certificate	170–189	190–199	200 and above
BTEC International Level 2 Diploma	340–379	380–399	400 and above

Annexe A: Calculation of the qualification grade gives examples of how qualification grades above a pass are calculated.

6 Centre and qualification approval

The centre must be approved by Pearson before delivering and assessing BTEC International Level 2 qualifications on Pearson's Self-regulated Framework. Centres that have not previously been approved will need to apply for, and be granted, centre recognition as part of the process for approval to offer these qualifications.

Before you offer these qualifications you must meet both centre and qualification approval requirements.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all requirements. If the centre does not comply with the agreement this could result in the suspension of certification or withdrawal of approval.

7 Quality assurance

Quality assurance is at the heart of BTEC International Level 2 qualifications on Pearson's Self-regulated Framework. The centre internally assesses these qualifications and is responsible for making sure that all assessors and Internal Verifiers adhere to their internal verification processes, to ensure consistency and validity of the assessment process.

Pearson uses quality assurance to check that all centres are working to the agreed standard. It gives us the opportunity to identify and provide support, if needed, to safeguard certification.

For guidance, please refer to *Pearson's Self-regulated Framework Handbook* which is on our website at: qualifications.pearson.com/en/qualifications/customised-qualifications-service/self-regulated-framework.html

8 Programme delivery

BTEC International Level 2 qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities in the sector.

In BTEC International Level 2 qualifications each unit shows the Notional Learning Hours.

Notional Learning Hours are defined as the total amount of time a learner is expected to take, on average, to complete the unit to the required standard, including teaching, study and assessment time.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Pearson does not define the mode of study for BTEC International Level 2 qualifications. Centres are free to offer the qualifications using any mode of delivery that meets their learners' needs. Please refer to the policy pages on our website at:qulifications.pearson.com/policies

Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Resources

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes of learning. They should therefore normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential requirements* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC International Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Delivery staff and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity in the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance, it demonstrates one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

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Support and training

Pearson offers an extensive package of training to support all aspects of BTEC delivery, including:

- **Teaching and published resources** – we provide an extensive selection of published materials along with our innovative range of digital teaching tools. We offer guides to support planning and delivery and to help students study. For more information please visit our website: qulaifcations.pearson.com/en/support/support-for-you/teachers.html

- **Subject Advisors** – our subject experts are on hand to answer any questions centres may have on delivering the qualification and assessment. For more information visit our website: qualifications.pearson.com/en/support/support-for-you/teachers.html

- **Training** – many of our training events form part of the added value service offered by Pearson. As well as standard events, we can create bespoke training programmes to meet centres' specific needs. These can be delivered face-to-face or online so that centres can choose where, when and how training takes place. For more information please visit our website: qualifications.pearson.com/support/training-from-pearson.html

If you would like further information please contact your local Pearson representative – to find out how visit: qualifications.pearson.com/en/about-us/about-pearson/where-we-are.html

9 Access and recruitment

Pearson is committed to providing qualifications with no artificial barriers. A full statement, included in our *Equality Policy*, can be found on our website at: qualifications.pearson.com/policies

Equality and fairness are central to our work. We are committed to making sure that qualifications do not discriminate and all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Restrictions on learner entry

These qualifications are suitable for learners aged 14 and above. Centres must give due regard to Pearson's policies that apply to the fair and equal recruitment of learners to all Pearson qualifications.

Centres are required to recruit learners to BTEC International Level 2 qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each learner's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner in the centre during their programme of study and any specific support that might be necessary to allow them to access the assessment for the qualification.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

● a BTEC Level 1 qualification in Travel and Tourism or a related vocational area

● a standard of literacy and numeracy supported by a general education equivalent to four GCSEs/International GCSEs at grade D–G

● other related Level 1 qualifications

● related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

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RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

10 Understanding the units

All units in this qualification have the following sections.

Title

The title is a short description of the content of the unit. This form of words will appear on the learner's Notification of Performance (NOP).

Level

The level of the unit indicates the complexity and demand expected to achieve it. The level places the unit on a framework of comparability with other units and qualifications at that level.

Notional Learning Hours (NLH)

Notional Learning Hours (NLH) are the total amount of time a learner is expected to take, on average, to complete the unit to the required standard, including teaching, study and assessment time.

Unit value

The unit value is the total credit a learner will be awarded on successful completion of the unit.

SRF unit code

The unique approval code for the unit.

Unit aim

Says what the aims of the unit are in terms of what is covered and what the unit will enable learners to do.

Unit introduction

The introduction gives a short description of the unit, and details the key knowledge, skills and understanding the learner will gain through studying the unit. The introduction highlights the focus of the unit and how it links to the vocational sector to which the qualification relates.

Outcomes of learning

Outcomes of learning state what a learner can be expected to know, understand or be able to do as a result of completing a programme of learning for the unit.

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Assessment and grading grid

The assessment and grading grid gives the criteria used to determine the evidence that each learner must produce in order to achieve a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Unit content

In the unit content section topics are listed as bullets to provide detail on what is needed to design and deliver a programme of learning. Not all topics have to be covered for learners to meet the assessment criteria. Centres are able to select the topics they deliver, ensuring that learners produce evidence of sufficient depth and breadth to meet the assessment criteria.

Information for delivery staff

This section gives delivery staff information on delivery and assessment. It contains the following subsections.

Essential requirements – identifies any specialist resources needed to allow learners to generate the evidence required for the unit. The centre will need to ensure that any requirements are in place when it seeks approval to offer the qualification.

Employer engagement and vocational contexts – gives examples of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.

Delivery guidance – explains the content's relationship to the outcomes of learning and offers guidance on possible approaches to delivery of the unit. This section includes an example outline learning plan which demonstrates one way of planning the delivery and assessment of the unit. The delivery guidance section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

Assessment guidance – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria and grading criteria. It also includes a programme of suggested assignments which demonstrates how assignments match and cover the assessment and grading criteria. This is provided for guidance only and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Suggested resources – indicates resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Units

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Unit 1:   The Travel and Tourism Sector

Level: **SRF Level 2**

Notional Learning Hours: **50**

Unit value: **5**

SRF unit code: **30775H**

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to gain understanding of the travel and tourism sector and start them on a journey to explore the world of travel and tourism, an exciting and vibrant global sector. This unit covers the concept of tourism, its importance to a country's economy and the range of travel and tourism component industries.

Unit introduction

Travel and tourism has become an important part of how we live today. Most people travel regularly for work and leisure, and the world of travel and tourism is of interest to the majority of people. This interest has been stimulated through the media and in particular the many travel and tourism-related television programmes screened over the last few years. There has been rapid growth across all component industries of the sector and a rise in passenger and visitor numbers and those working within the industries. It is now one of the largest sectors in the world in terms of employment and income generation. It is a dynamic and vibrant sector to work in where the 'work hard, play hard' ethos still exists.

This unit concentrates on the main types of tourism, the motivating factors for travel and the contribution that travel and tourism makes to a country's economy. Learners will appreciate the wide range of organisations operating within the sector and learn about their roles and interrelationships. The unit will help learners to develop an understanding of the important role that travel and tourism organisations play within this dynamic global group of industries.

The unit is a useful introduction to all other units in the BTEC Level 2 Certificate, Extended Certificate and Diploma in Travel and Tourism and is therefore best delivered at the beginning of a programme of study.

Outcomes of learning

On completion of this unit a learner should:

1   Understand the concept of the travel and tourism sector

2   Know the roles and interrelationships of organisations within a country's travel and tourism sector.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 review the main types of tourism and the reasons why people travel	**M1** explain how the different types of tourism contribute to a country's economy	**D1** evaluate the positive aspects of interrelationships a country's travel and tourism organisations.
P2 assess the contribution of tourism to a country's economy		
P3 outline the roles of the different types of organisations in a country's travel and tourism sector	**M2** analyse the interrelationships between organisations in the travel and tourism sector.	
P4 describe the different types of interrelationships between travel and tourism organisations.		

Unit content

1 Understand the concept of the travel and tourism sector

Main types of tourism:

- domestic
- outbound
- inbound.

Reasons why people travel:

- leisure
- business
- visiting friends and relatives
- other e.g. health, education, sport.

Economic contribution of tourism:

- to a country's economy (gross domestic product (GDP), employment, tourist numbers).

2 Know the roles and interrelationships of organisations within a country's travel and tourism sector

Sector:

- public
- private
- voluntary.

Roles:

- supply of products and services
- other roles e.g. to make a profit, to support members, to regulate, to promote.

Interrelationships between organisations:

- working together
- common ownership.

Domestic organisations:

- domestic tour operators
- transport providers (rail, air, road)
- accommodation (youth hostels, self-catering, serviced accommodation, hotels)

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- visitor attractions (heritage, natural, built)
- supporting organisations (national and regional tourist boards)
- ancillary organisations e.g. insurance, car hire.

Outbound organisations:
- tour operators
- travel agents (multiples, independents, online)
- transport (ferries, rail, airlines)
- supporting organisations (for example, Travel Associations, Tour Operators and relevant Aviation Authorities)
- ancillary organisations e.g. insurance, car hire.

Inbound organisations:
- tour operators
- coach operators
- guiding services
- supporting organisations (for example, national and regional tourist boards)
- ancillary organisations e.g. car hire.

Information for delivery staff

Essential requirements

Learners will need a variety of resources including access to the internet.

Employer engagement and vocational contexts

Learners will benefit greatly if employers are engaged in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced by employer engagement involving local businesses/organisations.

Work experience or work placements could also be used to help learners develop understanding of the travel and tourism sector.

Delivery guidance

This unit gives learners an overview of a country's travel and tourism sector and a level of knowledge and understanding sufficient for them to enter the sector at an operational level. This unit can be delivered as a stand-alone unit, or as a general introduction to the sector before other units are delivered.

The concept of travel and tourism needs to be explored with learners. It is not simply about going on holiday, it encompasses so much more. Learners should be encouraged to understand the overall picture through definitions and through looking at the main types of tourism and the different reasons for travel. To understand the main types of tourism, travel brochures could be used to show learners the differences between outbound and domestic tourism. The concept of inbound tourism is more difficult for learners to understand but this can be illustrated through videos showing groups of overseas tourists and their activities in a leaner's home country. Many inbound tour operators have websites that can be accessed through relevant trade associations. Learners can get a feel for the scale of inbound tourism by looking at statistics available on National Statistic websites. British Airways Holidays Ltd is a subsidiary of British Airways and can be used as an example of a tour operator which brings inbound tourists into a country from all over the world. The European Tour Operators Association is also a good point of reference to access information regarding inbound tour operators in Europe.

To understand the reasons why people travel, learners could conduct a survey on other people's travel experiences, or look through newspaper travel sections. The market intelligence section in websites an excellent source of statistics and data which learners can use to identify the reasons people travel. This will start learners thinking about motivations for travel and how different these could be from their own. It may be particularly beneficial to investigate business travel in more detail as many younger learners will have little or no experience of this type of tourism.

Learners should be encouraged to think about the economic contribution that the travel and tourism sector makes to a country's economy.

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As there are a large number of organisations in the sector, each with their own products and services, tutors could divide learners into small groups to explore the brochures, leaflets and websites of different organisations within each category (domestic, outbound, inbound tourism organisations). Each group could then disseminate their information using a variety of methods, to meet all learning styles. Facts should be reviewed for accuracy, relevance and thoroughness. Relationships between organisations can be explored through a group discussion. Learners should appreciate that the types of organisations listed in the content section of the unit are not exhaustive and not restricted to the category they have been placed in. For instance, there are many tour guiding services that deal with domestic tourists as well as inbound visitors. However, for assessment purposes, these listed organisation types are the ones learners should focus on.

When being taught about outbound organisations, learners should understand the difference between mass market, specialist and long-haul tour operators as this will start to build their knowledge of sector terminology. They should also be aware of the different types of travel agent, including online travel agents, and should be encouraged to access these for themselves.

To gain an understanding of the roles and relationships of organisations within the sector, visits to organisations or case studies using the internet will be helpful to learners. Interrelationships exist between most travel and tourism organisations and learners will need to appreciate how working together and common ownership are essential to the success of organisations. Tutors should provide examples of working together, such as tour operators which buy in bed space from accommodation providers and buy in seats from airlines in order to put together a package holiday.

In order to achieve the higher grades learners should learn how these organisations work together, in other words how they buy in bed space and how they buy in seats from airlines. Common ownership can be delivered through focusing on those organisations that are fully integrated, such as the TUI Group. There are many examples of smaller companies which work together, for example theme parks which work closely with coach operators and rail companies. There are many positive aspects to interrelationships, for example co-ownership helps to keep down prices through buying in bulk, and organisations have more control if they own the organisations they are dealing with or buying from. Tutors could provide case studies for discussion and debate.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit and methods of assessment. Use TV footage of traditional seaside holidays or holiday camps to create an interest in the unit and demonstrate how a country's tourism has changed.
Discussion to identify different types of tourism and introduce terminology. Discussion to identify reasons why people travel and categorise. Use scenario worksheets to consolidate understanding of the above.
Economic contribution of tourism: gross domestic product, employment, tourist numbers. Use worksheets to ensure understanding of the contribution that tourism makes to a country's economy.
Independent study and research in preparation for assessment.
Assignment 1: Exploring Travel and Tourism (P1, P2, M1) Feedback on assessment.
Introduction to different travel and tourism organisations (roles). Guest speakers from different parts of the sector. Recent travel programmes can be accessed – see resources list.
Introduce private and public sectors and ownership. Use worksheets to ensure knowledge of above.
Categorise travel and tourism organisations: domestic, inbound, outbound. Small group research, discussion and presentation of findings.
Supporting organisations. Worksheets.
Interrelationships: working together and common ownership. Small-group work, production of spidergrams and present back.
Formative preparation for assignment work.
Assignment 2: Exploring Travel and Tourism Organisations (P3, P4, M2, D1) Assessment and internal verification of presentations. Feedback on assessment and unit review.

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Assessment guidance

P1, P2, M1

For P1, learners should review the three different types of tourism outlined in the unit content. They should do this using their own words and link this clearly to the reasons why people travel. Learners should be encouraged to give examples of different reasons why people travel, relating these to types of tourism. An example of this could be 'Many people travel for their work; they may have to attend meetings or exhibitions and these might be overseas. Because they are travelling for business reasons this means that they are outbound business travellers'.

Evidence for P2 must show assessment of how tourism contributes to a country's economy. Learners should demonstrate an understanding of how a country's tourism contributes to the national gross domestic product, to employment and in relation to tourist numbers. Gross domestic product should be described simply and in the learners' own words, so that they demonstrate a basic understanding of how the UK tourism sector contributes to GDP and how it can be measured in terms of revenue generated by tourists. An example of this could be that tourists spend money on transport, accommodation, food and beverage; this contributes to a country's GDP by generating money across different component industries and contributes to the UK economy. This also generates employment.

To achieve M1, learners are required to give an explanation of how different types of tourism contribute to a country's economy, by giving specific examples for each type. For instance inbound business travellers will spend money on transport to get to a place, and on accommodation during their stay. They may also spend money on public and private transport, food and beverages, and gifts to take back with them. This helps to create and maintain jobs within transport and accommodation organisations, and it also generates money and employment within hospitality and retail businesses within a country.

The assessment evidence could be presented in the form of a detailed written case or a written report, and illustrated with statistics provided within graphs and charts.

P3, P4, M2, D1

There are many organisations that come under the travel and tourism umbrella and learners need to acquire knowledge of domestic, inbound and outbound organisations and an understanding of their roles and their interrelationships.

For P3, organisations have been categorised in the unit content under three headings: domestic, outbound, inbound. Learners must provide an outline description of the roles of the organisations that fall within each category as listed in the unit content. It is essential for learners to be guided to explore across the sector to gain a wide understanding of how it is made up. For each category, learners should outline the roles and provide an example for each type of organisation listed in the content. For example, under the heading 'domestic tourism', learners should outline the roles and provide an example for each of the following types of organisations: domestic tour operators; transport providers (rail, air, road); accommodation (youth hostels, self-catering, serviced accommodation, hotels); visitor attractions (heritage, natural, built); supporting organisations (national and regional tourist boards); ancillary organisations, for example insurance, car hire. The examples provided must be relevant and the organisations selected should span the public and private sectors in

the entirety of the evidence; learners do not need to give an example of a public and private organisation for each type. Examples for transport providers could be: rail, air and/or road. For the purposes of assessment, all items in brackets must be covered.

The outline of roles will be similar for many organisations and can be supported by printouts from webpages, leaflets etc. The voluntary sector does not need to be included in assessment.

For P4, learners must describe the interrelationships between organisations, including working together and common ownership. The descriptions should be illustrated with a minimum of two examples of each type of interrelationship. An example for working together could be a train provider and a theme park, which have collaborated to provide an inclusive ticket which provides transport from various locations and admission to the theme park. Learners should provide enough examples of relationships to include domestic, outbound and inbound organisations.

M2 is an extension of P3 and P4 and learners must analyse the interrelationships of organisations. An example of a response at this level could be: 'Alton Towers and Virgin Rail have chosen to work together to offer the customer a complete package comprising a rail ticket from a range of destinations and admission into the theme park. This will increase the appeal of a visit by making it easier and cheaper for the customer to purchase, and will therefore hopefully increase sales for both organisations.' Learners should support their evidence with printouts of the details of the packages and any other relevant information. Similarly, learners should be able to analyse the reasons why common ownership occurs across the sector, for instance tour operators and transport providers and how this type of interrelationship operates. For the purposes of assessment learners should cover both types of interrelationship (working together and common ownership) and cover domestic, inbound and outbound tourism across the entirety of their evidence.

For D1 learners must give an evaluation of at least two positive aspects of interrelationships, covering working together and common ownership. For example, in terms of working together, a positive aspect of an outbound tour operator becoming a member of the Federation of Tour Operators (FTO) is that the FTO can support tour operators by influencing governments on health and safety issues. This can bring about change and create a safer, more secure holiday environment for customers.

This should be an in-depth evaluation and learners should be encouraged to support their evaluation where possible with additional information such as articles, data and statistics.

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Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Exploring Travel and Tourism.	You are employed in a Tourist Information Centre and required to investigate different types of tourism and the contribution of tourism to a country's economy.	Written report or case study.
P3, P4, M2, D1	Exploring Travel and Tourism Organisations.	You are employed in a Tourist Information Centre and required to investigate organisations in travel and tourism and the relationships between them.	Presentation with accompanying notes and observation records.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
	Development of a country's Travel and Tourism Sector	Investigating the Travel and Tourism Sector

Suggested resources

Books

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Video and TV footage resources

news.bbc.co.uk/1/hi/magazine/8032331.stm

www.movinghistory.ac.uk/archives/ea/collection.html

Websites (*Relevant websites applicable to learner's home country*)

www.abta.com	Travel Association
www.bbc.co.uk/news	BBC News
www.britainexpress.com	The UK Travel and Heritage Guide
www.caa.co.uk	UK Civil Aviation Association
www.fto.co.uk	Federation of Tour Operators
www.statistics.gov.uk	UK National Statistics
www.visitbritain.co.uk	VisitBritain

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Unit 2: Understanding Customer Service in Travel and Tourism

Level:	**SRF Level 2**
Notional Learning Hours:	**50**
Unit value:	**5**
SRF unit code:	**30792H**

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to explore the different approaches to customer service, and appreciate how these approaches lead towards meeting the needs and expectations of customer.

Unit introduction

The travel and tourism sector is about people who are travelling and on holiday. They all have wants, needs and expectations about the products and services they are using and have purchased. All organisations need to be successful and to be so in the travel and tourism sector they need to ensure that the products and services that their customers receive meet their needs, are what they expect, give full satisfaction and at times exceed expectations.

There are many similarities in the products and services offered by organisations within the sector, for example tour operators and travel agents, and it is becoming increasingly difficult to differentiate by product or price. This unit enables learners to understand how customer service can be the differentiating factor that will attract new customers and ensure customer loyalty.

Learners will explore how organisations approach customer service. They will corroborate this by investigating the customer service provision in travel and tourism organisations and considering the systems and processes that are in place to support the delivery of excellent customer service.

Outcomes of learning

On completion of this unit a learner should:

1   Understand different approaches to customer service in travel and tourism organisations

2   Understand the needs and expectations of different types of customers in the travel and tourism sector.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 explain how different types of organisations approach customer service.	**M1** compare how two travel and tourism organisations approach and measure customer service.	**D1** analyse how approaches to customer service link to the success of meeting and exceeding customer needs and expectations.
P2 describe the methods used to measure and monitor customer service.		
P3 review the needs of different types of customers and how they are recognised.	**M2** analyse how organisations meet and exceed customer needs and expectations of customers through the recognition of their needs.	
P4 explain how travel and tourism organisations meet and exceed customer expectations.		

Unit content

1 Understand different approaches to customer service in travel and tourism organisations

Organisations:

- size e.g. small, medium, large

- type e.g. independent, integrated, private, public

Policies:

- customer service policy

- complaint policy

- mission statements

Processes:

- interaction between the customer and the organisation

- customer interface (remote, face to face)

- reacting to feedback

- increasing loyalty e.g. rewards

- keeping records e.g. customer details, bookings and reservations, invoicing

- staff training e.g. induction, specific, ongoing

- customer after-sales service e.g. customer service call centres

Resources:

- staffing e.g. sufficient numbers employed, abilities and disposition, previous experience, qualifications

- organisation approach to staff (internal customer service) e.g. sufficiently trained, treated with respect, valued (pay, conditions, rewards), staff incentives

- financial budgets e.g. for staff training, budgets to support customer and staff reward schemes, budgets to provide adequate levels of staff, budgets for uniforms and furnishings

Measuring and monitoring customer service:

- comment cards

- customer service questionnaires

- mystery shoppers

- customer forums/focus groups

- customer reviews e.g. websites

- statistics from customer service departments e.g. number of customer complaints

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2 Understand the needs and expectations of different types of customers in the travel and tourism sector

Different types of customers:

- age groups
- families
- couples
- singles
- groups
- ethnicity/culture
- special interests
- organised groups
- customers with special needs e.g. mobility, sensory impaired

Needs:

- accurate information e.g. directions, facilities, price, availability, product knowledge
- health, safety and security
- assistance e.g. with luggage, with language, for parents with toddlers
- advice e.g. suitability of a destination or a flight, how to obtain a visa, in relation to a solving problem
- products and services e.g. provided as booked, specific to a special need

Identification and recognition of needs:

- customer requests to organisation in writing e.g. on booking form, in a letter, in an email
- customer requests to representative of organisation verbally (face to face, telephone) e.g. in resort, on the tour, at the venue, in the booking agency, via reservation staff
- recognising unstated needs e.g. by booking agent, by representative, by guide, by cabin crew

Expectations:

- meeting expectations (level of products, level and efficiency of service)
- exceeding expectations (over and above what is expected, pre-empting needs, solving problems)

Information for delivery staff

Essential requirements

Learners will need a variety of resources including access to the internet.

Employer engagement and vocational contexts

Learners will benefit greatly if employers are engaged in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced by employer engagement involving local businesses/ organisations.

Work experience or work placements could also be used to help learners develop understanding of customer service in the travel and tourism sector.

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

● TT04 Assist customers prior to and after travelling

● TT06 Give customers a positive impression of yourself and your organisation

● TT49 Build and maintain face-to-face relationships with customers.

Delivery guidance

This unit will give learners an understanding of the importance of how travel and tourism organisations approach customer service. Learners should be encouraged to contribute personal experiences of holidays, school trips, work experience and other experiences that they have had as a customer themselves to explore the subject in group discussions.

Sector visits and guest speakers with relevant experience of Understanding Customer Service in Travel and Tourism will enhance the delivery of the unit. Worksheets could be used to ensure that learners gather relevant information during the visit to assist them with the formative assessment. Some larger organisations such as Alton Towers, Thorpe Park and Chester Zoo will provide information packs and curriculum activities and presentations as part of the visit. Where opportunities for visits are limited, learners could be shown videos and TV programmes which could provide an insight such as the 'fly on the wall' type series on airports and airlines and in holiday resorts. Case studies could be written around these programmes and discussions facilitated.

By investigating travel and tourism organisations learners will be able to identify some of the customer types that they serve and recognise the way that they approach customer service within the organisation. Websites of larger travel and tourism organisations will give learners an insight into customer service policies, provision for different customer types and products and services offered. Learners should look in detail at one organisation specifically and scrutinise its approach to customer service including its policies, processes and resources.

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In covering resources teachers should facilitate discussion about the importance to the organisation of the staff employed and whether or not the right type of staff have been recruited, and have received the appropriate training and whether the staffing levels are sufficient to allow the staff to provide the correct level of service. Visits to organisations will highlight any staffing issues and enable learners to recognise that frontline staff are the face of the organisations in relation to the provision of customer service. Another area of resources is financial and particularly in relation to budgets for staff numbers, for pay and for staff training. Another aspect of finance is budgets associated with image, for example uniforms and furnishings. Internal customer service is important and some organisations recognise that there is a strong relationship between how they treat their staff and how their staff treat the customers. Organisations which value their staff and reward them for their work and for their loyalty are often those which give excellent customer service.

Learners should discuss the different types of customers within the travel and tourism sector and their needs. Once they have identified these needs they should discuss how these needs are established and how staff can be trained to do this. Again, videos and TV programmes can be used to facilitate this discussion and to promote understanding of this very important aspect of delivering excellent customer service.

Learners must understand what is meant by meeting and exceeding expectations and lots of examples must be provided through case studies, videos and TV programmes. It is a useful exercise for learners to ask their friends and families for examples of excellent customer service and then to present and discuss these in class.

To help learners meet the assessment criteria, visits to appropriate organisations are essential.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit and assessment. Ask learners for definition of customer service. Discuss personal experiences of good and bad customer service. Customer service video.
Organisational size, types and customer interface.
Organisational policies. Use Thomas Cook customer service commitment and discuss mission statement, customer service policy and complaints policy.
Organisational processes. First guest speaker or a visit to an organisation to investigate organisational processes. Complete worksheet.

Topic and suggested assignments/activities/assessment
Resources – use the people first TUI case study on investment in staff and *Travel Trade Gazette* live article (TUI). Work in pairs to identify organisational approach to staff in relation to customer service. Examine the importance of investing in staff as a resource.
Methods of measuring and monitoring. Second guest speaker or visit – complete worksheets. Small group work using examples of company questionnaires, *Travel Trade Gazette* mystery shop articles, comment cards to identify areas of feedback relating to customer service.
Independent study and research in preparation for assignment.
Assignment 1: Organisational Approach to Customer Service (P1, P2, M1) Feedback on assessment.
Customer types and target markets. Use holiday brochures, VisitBritain website and other resources to identify different customer types.
Identifying individual customer needs. Use holiday brochures, VisitBritain website and other resources to identify how organisations establish customer needs.
Meeting and exceeding customer needs. Small group work using case studies to identify the difference between customer needs and customer expectations. Small group work using case studies to encourage learners to identify how organisations can exceed customer expectations without spending money.
Independent study and research in preparation for this assignment.
Assignment 2: Customer Needs and Expectations (P3, P4, M2, D1) Feedback on assessment and unit review.

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Assessment guidance

P1, P2, M1

Learners should select a number of travel and tourism organisations to research in support of this unit. It is essential that they select organisations which are appropriate to provide them with the opportunity to generate sufficient evidence to meet the assessment requirements. The assessor can preselect organisations and arrange visits and/or guest speakers to enable learners to gather relevant information to complete assessments.

For P1, learners must produce evidence which covers all of the prescriptive content. The size of the organisation, small, medium and large, should be based on the size of the workforce and in line with the definition for small and medium enterprises. Customer interface categorises organisations into two types, remote (for example call centres and web based), and face to face (where customers are face to face with the organisation's representative). Learners must explain how different types of organisations approach customer service by providing full details of the policies and processes that are in place and explaining how resources (staffing and financial) are used to provide good customer service. Learners should provide examples and for the purposes of assessment should base their findings on two or more organisations.

For P2, learners should describe the methods used to measure and monitor customer service as outlined in the unit content. Learners should provide examples and for the purposes of assessment should base their findings on two or more organisations in order to cover the content.

For M1, learners should build on the descriptions given for P1 and P2 and compare how two travel and tourism organisations approach and measure customer service. Learners can use two of the organisations utilised in P1 and P2 or they can use others. It is essential that all relevant areas of the content are covered in the comparison. The comparison can be in table format but must be an explanation and not just an identification or a description.

P3, P4, M2

For P3, learners should review and give details of at least four different customer types and their different needs. All five categories of need must be reviewed for each of the four types of customer. The review should state how these needs are identified and learners must cover customer requests in writing, customer requests to representatives of organisations verbally (face to face or telephone), and recognition of unstated needs. The latter refers to the ability of the representative of the organisation to recognise needs that have not been specifically requested by the customer, for example a resort representative notices from the booking form that there is a large family booking including very young children and ensures that the rooms allocated are adjacent and in an appropriate position within the hotel; a customer service agent at the airport notices that the traveller is very elderly and is having difficulty walking and asks whether they would like a seat towards the front of the plane and also whether they would like assistance to the gate.

For P4, learners should explain how organisations meet and exceed customer expectations by using examples from the organisations they have researched. It is also acceptable to use case studies if the organisations previously researched or visited do not provide sufficient examples.

For M2, learners should expand on the explanation given for P4 to analyse the links between needs, identification of needs and being able to meet and exceed customers' expectations. They should provide examples of the links.

D1

For D1, learners should consolidate all of the information gathered throughout this unit to analyse and discuss the links between how organisations approach and measure customer service and the success of meeting and exceeding the needs and expectations of customers. They should base this analysis on the organisations they have researched and discuss the links in the format of a report or in a presentation or in a question and answer session with the tutor and perhaps a customer service specialist. The evidence should be supported with additional information gathered from organisations, such as customer service articles from the travel trade press relating to the organisation, or recognition of excellent customer service from the sector in the winning of awards. Learners can base their evidence on one or more organisations depending on the successfulness of the organisations they have researched.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Organisational Approach to Customer Service.	You have been asked to carry out research for an article which will examine organisational approaches to customer service in the travel and tourism sector.	Report or presentation for P1, P2 and M1.
P3, P4, M2, D1	Customer Needs and Expectations.	You have been asked to write a review for a travel magazine which focuses on customer needs and expectations.	Article for a travel magazine covering P3, P4, M2, D1.

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Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Customer Service in Travel and Tourism	Customer Service in Travel and Tourism	Customer Service in Travel and Tourism

Suggested resources

Books

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

Bradley S – S/*NVQ Level 3 Customer Service* (Heinemann, 2007) ISBN 9780435465292

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Websites *(Relevant websites applicable to learner's home country)*

www.beyondphilosophy.com	Beyond philosophy, building great customer experiences
www.people1st.co.uk/webfiles/Research/Case Studies/Travel Training Case Studies/TUI_Case_ Study_Oct_08.pdf	TUI case study on apprenticeship programme
www.thomascookairlines.co.uk	Thomas Cook tour operator
www.travelweekly.co.uk	Travel Weekly

Unit 3: Understanding the Nature and Effects of World Travel

Level:	**SRF Level 2**
Notional Learning Hours:	**50**
Unit value:	**5**
SRF unit code:	**30793H**
This unit is internally assessed	

Unit aim

The aim of this unit is to enable learners to gain awareness of the world from the perspective of the worldwide traveller. They will develop an appreciation of worldwide geography relevant to world travellers, improve their knowledge of the areas affected by climatic conditions and gain understanding of the effect of worldwide time on travellers.

Unit introduction

Working in the travel and tourism sector requires employees to have a well-developed sense of 'the world'. In this unit learners will develop their knowledge of the world to enable them to recognise and locate continents, natural features and global aspects including the equator, tropics and poles. They will also develop their ability to use resources effectively to identify and locate countries, their capital cities, resorts and major gateways.

Learners will learn about world climatic conditions that affect travel to worldwide destinations. They will develop an awareness of varying climatic conditions in different parts of the world. They will learn about the differences between the southern and northern hemispheres in relation to winter and summer travel and night and day. Learners will also develop knowledge of monsoons, dry and wet seasons and hurricane seasons that influence the timing of travel and holidays. They will develop further knowledge of areas of the world where yearly snowfall results in the availability of winter-sports holidays. This knowledge will enable learners to appreciate the world with regard to location of places and the timing of travel to meet the needs of a variety of customers. This will establish a good foundation that can be developed in other units to enable learners to provide customers with appropriate travel and holiday information.

Learners will identify time zones and learn how to use these zones to give customers information on local times around the world. They will calculate worldwide time differences and examine the effect on travellers of travelling across time zones.

The unit provides a base for further study of holiday destinations in the UK, Europe and around the world and has relevance for learners aspiring to work in retail travel, tour operations or any organisation involved in worldwide travel and tourism.

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Outcomes of learning

On completion of this unit a learner should:

1   Be able to identify and locate significant features and major destinations of the world

2   Know world climatic conditions affecting travel to worldwide destinations

3   Understand the effects of worldwide time on travellers.

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 use resources to identify and locate global aspects, continents and natural features on world maps.	**M1** use resources confidently and efficiently to identify and locate features and destinations relating to world travel.	**D1** identify and locate features and destinations relating to world travel independently, with limited use of resources.
P2 use resources to identify and locate holiday destinations and gateways on world maps.		
P3 describe climatic conditions affecting travel to worldwide destinations, identifying seasonal variations.	**M2** explain how seasonal climatic conditions can affect travel to worldwide destinations.	**D2** analyse the effect of extreme or unusual climatic conditions on travel to named worldwide destinations.
P4 explain time zones and their effect on travellers.	**M3** explain how time zones can affect leisure and business travellers when travelling between selected destinations.	
P5 calculate worldwide time differences.		

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Unit content

1 Be able to identify and locate significant features and major destinations of the world

The world:

- global aspects (northern and southern hemisphere; the equator; the poles; the Tropics of Cancer and Capricorn)
- continents (North America; South America; Europe; Africa; Asia; Australasia)

Natural features:

- oceans (Pacific; North and South Atlantic; Indian Ocean; Arctic)
- major seas or lakes e.g. Mediterranean, Caribbean, Lake Superior;
- major rivers e.g. the Nile
- major mountains and mountain ranges e.g. Kilimanjaro, Andes
- other e.g. deserts, rainforests

Holiday destinations:

- countries, capitals and resorts or resort areas in Europe e.g. United Kingdom, France, Spain
- countries, capitals and resorts or resort areas in North America e.g. USA, Cuba
- countries, capitals and resorts or resort areas in South America e.g. Brazil
- countries, capitals and resorts or resort areas in Africa e.g. Kenya
- countries, capitals and resorts or resort areas in Asia e.g. Thailand
- countries, capitals and resorts or resort areas in Australasia e.g. Australia

Gateways:

- location of major hubs and airports and their three-letter codes
- location of major passenger seaports

Resources:

- e.g. atlases, maps, brochures, internet

2 Know world climatic conditions affecting travel to worldwide destinations

Climatic conditions:

- e.g. tropical storms, monsoons, high humidity, low humidity, extreme heat and cold, wet and dry seasons, sun, snow

Seasonal variations:

- locations and times of the year to avoid e.g. hurricane season, monsoon season

- locations and times of the year with favourable conditions e.g. snow for skiing, sunny, dry seasons with low humidity for comfort, low-risk times for hurricanes

- unusual or extreme conditions e.g. lack of seasonal snowfall, too much snowfall, hurricanes out of season, floods

Effects:

- eg disruption to travel, cancelled holidays, repatriation, restricted seasons, personal safety, effect on visitor numbers

3 Understand the effect of worldwide time on travellers

Time zones:

- Greenwich Mean Time (GMT)

- lines of longitude

- time differences when travelling through the eastern and western hemispheres

- countries having a number of different time zones e.g. USA, Russia

- Daylight Saving Time (DST)

- location of the Prime Meridian (International Date Line and Greenwich Meridian)

- calculation of worldwide time

Effect on travellers:

- travellers (business, leisure)

- travelling through different time zones losing and gaining time

- jet lag

- crossing the International Date Line and losing or gaining a day

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Information for delivery staff

Essential requirements

Learners will need a variety of resources including access to the internet. A globe will also be a useful resource.

Employer engagement and vocational contexts

Learners will greatly benefit if employers are engaged in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced by employer engagement involving local businesses/organisations.

Work experience or work placements could also be used to help learners develop understanding of the nature and effects of world travel.

Delivery guidance

Understanding 'the world' provides the framework for the unit and using a globe to reinforce key features including the equator, the tropics, the North and South Poles, continents and the oceans between them is a good starting point for this unit. A general introductory pictorial quiz can be a good way to generate some interest in what the world has to offer. Google Earth can be useful for this unit.

Being able to use an atlas and maps effectively is an essential skill for the travel industry and therefore it is important that learners are able to use these independently. Tutors should introduce global aspects including northern and southern hemispheres, the tropics and the poles and the equator. The *Columbus World Travel Atlas* includes useful global travel statistics to help learners to determine major tourist-receiving countries. Group activities could be set to use atlases to research major tourist-receiving countries, their capitals, physical features and tourist destinations in different continents. Learners could share their findings through informal displays or presentations. Specific tasks can be set to research major hubs and gateways by air and learners should be introduced to the concept of three-letter airport codes. Investigation of cruise brochures can help learners to locate seaports around the world. Short tests and one-to-one formative activities should be developed to enable learners to become independent, confident and efficient when using resources. They will extend learners' knowledge to enable them to locate planetary aspects, continents, major natural features, popular holiday destinations and major gateways on world maps with limited use of resources. This can be achieved through practice using a variety of interactive games and tests available on the internet (for example, www.worldatlas.com or www.ilike2learn.com).

The seasonal nature of climate in certain parts of the world should be introduced. Learners could review climate charts in different types of brochures to get some idea of seasonal variations around the world.

Learners should be encouraged to find definitions of tropical storms including typhoons, cyclones and hurricanes and to locate countries affected by these on maps, and also to identify areas affected by monsoons and areas of extreme

humidity, sun/heat, cold and snowfall. The seasonal nature of such conditions should be discussed and it is useful to see what impact this has on the dates featured by tour operators for destinations affected by seasonal extreme weather. DVDs can provide excellent visual and factual input on extreme climate and a good talking point for how such weather might affect travel. Case studies on hurricanes and other extreme weather can be found via internet search engines. Tutors should also discuss examples of unusual or extreme conditions such as lack of seasonal snowfall, too much snowfall, hurricanes out of season etc. and their potential effect on travel.

It is important that learners are able to work out the best times to travel to different areas of the world, i.e. where to go for guaranteed sunshine and low humidity, or for guaranteed snow for winter sports. Large maps could be created to show when to travel and when to avoid certain areas around the world.

The concept of time zones is not an easy one for some learners and will require careful explanation, supported by practical activities to appreciate day and night in different parts of the world and also the impact of travelling through time zones. There are some excellent real-time maps available on the internet showing day and night around the world. Time zone maps are available in the Columbus World Travel Guide and online. Learners should be shown how to calculate times in different areas of the world using the international time calculator. They will need tutor input on the Prime Meridian and Daylight Saving Time. Learners should work through time zones eastwards and westwards to the International Date Line to understand how time and days are lost and gained.

Some learners may have travelled long-haul and will be able to share experiences of the effects of jet lag. Straightforward scenarios should be developed to show how time is gained and lost when travelling between named destinations in both easterly and westerly directions. Tutors should discuss how this can affect the body clock and impact on both leisure and business travellers and this could be expanded to discuss the steps that can be taken to minimise the effects of jet lag. Activities should be created to allow learners to calculate worldwide time differences based on standard clock time, and also crossing the International Date Line.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit. Using atlases to identify scope of unit, using blank maps to locate continents, oceans and global aspects. Identification of other resources.
Picture quiz of major landmarks around the world. Group work to research major tourist-receiving countries, their capitals, natural features, tourist destinations in different continents. Informal displays or presentations.
Introduction to three-letter airport codes. Activities to locate major hubs and gateways. Cruise brochure activities to locate major seaports.

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Topic and suggested assignments/activities/assessment
Assignment 1: Understanding the Nature and Effects of World Travel (P1, P2, M1, D1)
Feedback on assessment.
Defining extreme weather and terminology. Activities to find examples of different climatic conditions and seasonal variations worldwide. Locating areas on maps. Discussion on how conditions motivate or demotivate travel to specific areas. DVD on extreme climatic conditions around the world. Case studies and discussion on the impact of extreme and unusual climatic conditions on travel.
Assignment 2: Climate Check (P3, M2, D2)
Feedback on assessment.
Defining travel zones and terminology. Input on jet lag and discussion on potential impacts on business and leisure travellers and ways of minimising effects. Practical tasks to calculate worldwide time differences. Discussion on impact of time differences on leisure and business travellers.
Assignment 3: Crossing Time Zones (P4, P5, M3)
Feedback on assessment and unit review.

Assessment guidance

P1, P2, M1, D1

Learners are allowed access to resources to complete P1, P2, M1. This must include some use of an atlas. Use of resources must be limited to achieve D1.

For P1, learners should be provided with a blank map of the world on which they must accurately identify the continents of North America, South America, Europe, Africa, Asia and Australasia. They should accurately locate and name the oceans surrounding the continents and track the imaginary lines of the equator and Tropics of Capricorn and Cancer, showing the poles, northern and southern hemispheres.

For each continent they must accurately identify and locate at least one major mountain range or mountain, one significant sea or large lake, one significant river and one other significant natural feature, for example a desert or a rainforest. These natural features must be of significant importance to attract visitors to a particular area, for example the Andes, Sahara desert, Amazon rainforest, Lake Ontario, Mediterranean Sea.

For P2, learners should be presented with blank maps of North America, South America, Europe, Africa, Asia and Australasia. Within each continent they must select and locate two countries that are popular holiday destinations. Within each country they must locate and name the capital city, one major passenger seaport (if relevant), one major hub or major airport (with its three-letter code) and two popular

holiday resorts, (for example Benidorm, Orlando), or resort areas, (for example the Costa Blanca, the Florida Keys). Resources used for P1 and P2 must be clearly referenced and must include use of an atlas.

Maps that are presented for assessment must be learners' own work (on a preprinted outline) and not maps that have been downloaded or copied from elsewhere with locations already marked on them. Maps must be clearly labelled for easy identification. As resources can be used for P1 and P2, all locations must be accurate.

To achieve M1, learners must demonstrate that they are confident in using resources with minimal supervision to identify and locate all the items required for P1 and P2. Observation records should be used to confirm the higher level of proficiency for M1 and these should clearly indicate how the learners have met the merit criterion.

To achieve D1, learners must now demonstrate that they can identify and locate all the items required for P1 without the use of resources. They should be able to locate the countries required for P2 without the use of resources. The gateways, capitals and resorts or resort areas can involve the use of resources. Assessment for D1 must be under supervised test conditions, and observation records should be used to confirm the level of proficiency demonstrated in knowing and locating features and destinations without resources and with limited use of resources for gateways, capitals and resorts or resort areas.

P3, M2, D2

For P3, learners must describe climatic conditions that can affect travel to worldwide destinations, identifying seasonal variations. This might be presented in the form of an information leaflet aimed at travellers. At least four different climatic conditions should be described, for example tropical storms (cyclones, hurricanes or typhoons), monsoon weather, sun, snow. Learners should show an appreciation of their potential effect on travel to worldwide destinations. Information should also include locations and times of the year to avoid, locations and times of the year with favourable conditions, and unusual or extreme conditions. Descriptions should include reference to global aspects where applicable, for example proximity to the equator, northern and southern hemispheres and the tropics.

For M2, learners must select specific destinations or regions that can be affected by climatic conditions and seasonal variations and explain how conditions affect travel to the selected areas. It should be noted that the effects could be positive or negative. At least two different destinations or regions must be considered for M2 and between them they should offer an insight into the effect of at least two different climatic conditions and their seasonal variations, for example hurricanes and snow. Snow is a particularly good example as it is a motivator in drawing travellers to ski destinations, but it is unpredictable and can become a negative feature if there is a lack of seasonal snow or even too much snow. Learners should explain how these conditions affect the destinations and their visitors and this could include factors such as visitor numbers, seasonality, popularity, adverse publicity and potential disruption to travel plans.

D2 requires learners to analyse the effect of one extreme or unusual climatic condition on travel to specific worldwide destinations. Examples might include the impact of major hurricanes on a tourist area or a significant delay in early season snowfall and the corresponding effect on a specified winter sports destination. Learners will need to use real case studies, newspaper articles etc. to inform their analysis and to examine the effect on the destinations. Examples used should be from within the last 10 years.

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P4, P5, M3

To achieve P4, learners must explain time zones and how they can affect travellers. It is essential that learners are able to demonstrate their understanding of time zones and associated terminology in their own words and then to explain jet lag and other potential effects on both leisure and business travellers when gaining and losing time and crossing the International Date Line. All aspects of the unit content must be included in the explanations for P4.

Accurate calculations of worldwide time differences must be carried out for P5. The calculations should include at least 10 examples overall, including examples of worldwide time differences in the eastern hemisphere, for example calculating time differences when travelling between London GMT and Dubai or Dubai and Sydney, and also examples of worldwide time differences in the western hemisphere, for example when travelling between London GMT and Chicago and Chicago and Hawaii. All calculations must be accurate. At least one example must involve crossing the International Date Line and another crossing the Greenwich Meridian.

For M3, learners must explain how time zones can affect leisure and business travellers when travelling between selected destinations, both westwards and eastwards. Learners should take into account journey times and time zones. The explanations must be more in-depth and should indicate how the first few days at a destination might be adversely affected by jet lag or how a business traveller might have to attend business meetings when their body clock is out of synch with the local time. The destinations used to illustrate this criterion can be provided by the tutor and could be a natural progression from some of the calculations completed for P5.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	Understanding the Nature and Effects of World Travel.	Locating global aspects, continents, major natural features, countries, capitals, resorts and gateways.	Map work.
P3, M2, D2	Climate Check.	Travel agency or tour operator scenario. Providing information to customers on climatic conditions and their effects.	Information leaflet on climatic conditions. Effect on travel to worldwide destinations. Analysis of extreme or unusual climatic conditions.

Criteria covered	Assignment title	Scenario	Assessment method
P4, P5, M3	Crossing Time Zones.	Briefing colleagues on time zones. Demonstrating how to calculate worldwide time differences and explaining effects of time zones on travellers.	Briefing sheet explaining time zones and associated terminology. Practical tasks to calculate worldwide time differences. Explanation of effect of time zones on travellers.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
UK Travel Destinations	UK Tourism Destinations	European Destinations
	European Holiday Destinations	Long-haul Travel Destinations
	Worldwide Holiday Destinations	

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Suggested resources

Books

Boniface B and Cooper C – *Worldwide Destinations: Geography of Travel and Tourism* (Butterworth- Heinemann, 2004) ISBN 9780750659970

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

Columbus World Travel Atlas, Tenth Edition (Columbus Publishing, 2006) ISBN 9781902221939

Websites (*Relevant websites applicable to learner's home country*)

www.earth.google.com	Google Earth
www.fco.gov.uk	Foreign and Commonwealth Office
www.mapsofworld.com	Country maps
www.metofficegov.uk/education/teachers	Met Office (and case studies)
www.multimap.com	Multimap (online atlas)
www.worldtimezones.com	World Time Zones
www.worldtravelguide.net	Columbus World Travel Guide

Unit 4: Development of the Travel and Tourism Sector

Level:	**SRF Level 2**
Notional Learning Hours:	**50**
Unit value:	**5**
SRF unit code:	**30794H**
This unit is internally assessed	

Unit aim

The aim of this unit is for learners to explore the rapid development of the travel and tourism sector over recent years and to identify the key developments, lifestyle changes and trends that have helped to shape the current travel and tourism sector. Learners will identify issues that have had an impact on the sector over recent years and find out more about the issues that are impacting on the sector today.

Unit introduction

This unit explores the recent historical events and developments that have shaped the travel and tourism sector, as well as lifestyle changes and trends which have led to its progression. The travel and tourism sector is susceptible to external influences and a downturn in business can easily happen, often outside the control of the organisations involved. Learners will explore a range of issues that have impacted on the industry in recent times and they will select and discuss two issues that are currently impacting on the sector. For the current issues learners will explore and investigate how these are impacting on organisations and how the organisations are facing up to the challenges presented to them.

It is essential that learners have a good knowledge and understanding of the developments, trends and events that move this sector forward and that their knowledge is current. Learners should be encouraged to take an interest in current events that affect the sector.

This unit links to all other units in the BTEC Certificate and Diploma in Travel and Tourism and is therefore best delivered at the beginning of a programme of study.

Outcomes of learning

On completion of this unit a learner should:

1 Know the developments and lifestyle changes that have shaped a country's travel and tourism sector

2 Understand how issues have impacted on the travel and tourism sector.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 summarise the developments that have shaped the travel and tourism sector.	**M1** explain how the links between developments, lifestyle changes and trends have shaped a country's travel and tourism sector.	
P2 describe lifestyle changes and trends, highlighting links with developments.		
P3 identify issues that have impacted on a country's travel and tourism sector.		**D1** discuss how organisations are responding to the challenges created by the issues.
P4 review how issues have impacted on a country's travel and tourism sector.	**M2** analyse the impact of issues on a country's travel and tourism sector.	

Unit content

1 Know the developments and lifestyle changes that have shaped a country's travel and tourism sector

Development of package holidays:

- early developments e.g. Thomas Cook

- growth of mass market

- specialist holidays e.g. all-inclusive, city breaks, long-haul, cruising

- dynamic packaging

Development of travel agents:

- e.g. multiples, products and services offered, home workers

Horizontal and vertical integration:

- horizontal examples e.g. mergers between two travel agents

- vertical examples e.g. mergers of airlines and tour operators

- reasons for integration

Technological developments:

- e.g. computer reservations systems, teletext, internet

Developments in the airline industry:

- e.g. aircraft technology, in-flight products and services, growth of low-cost airlines, growth of airports

Other developments in transport:

- rail transport

- sea transport

- Channel Tunnel

Developments in legislation relevant to the home country but examples include:

- The Package Travel, Package Holidays and Package Tours Regulations 1992

- working time and paid holidays e.g. Working Time Directive 1993, Work and Families Act 2006

- other legislation that has affected the travel and tourism sector e.g. the Equality Act 2010, The Countryside and Rights of Way Act 2000, aviation regulations

Developments at destinations and resorts:

- e.g. development of purpose-built resorts, decline and regeneration of traditional seaside resorts, development of themed destinations

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Lifestyle changes and trends:

- lifestyle changes e.g. increases in paid holidays, more disposable income, flexible working patterns, cash-rich, time-poor, increased leisure time
- trends e.g. sports tourism, short breaks by air, easy access to regional flights, PC ownership for internet bookings, overseas second home ownership, adventure tourism

Links:

- between lifestyle changes and developments e.g. increases in paid holidays and the growth of package holidays, increases in paid holidays and the development of purpose-built resorts
- between trends and developments e.g. PC ownership for internet bookings leading to the growth of budget airlines, adventure tourism leading to the growth of specialist adventure tour operators

2 Understand how issues have impacted on the travel and tourism sector

Issues:

- economic e.g. collapse of airlines, collapse of tour operators, oil prices, changing currency exchange rates
- political e.g. political unrest, war, terrorism
- environmental e.g. climate change, natural disasters, pandemics
- social e.g. unemployment, recession

Impact:

- e.g. increase in prices, withdrawal of destinations, repatriation of customers, disruption to travel, growth in sales, decline in sales

Information for delivery staff

Essential requirements

For this unit learners need access to a variety of resources including trade journals and a range of websites. Guidebooks, leaflets and brochures will all be useful.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced with engagement of local businesses/ organisations.

Work experience or work placements could also be used to help learners develop understanding of the travel and tourism sector.

Delivery guidance

Tracing the history of the travel and tourism sector could be brought alive through DVDs and videos, articles and photographs. Television programmes showing life at the end of the Second World War, or in the 1960s, will give learners more opportunity to explore the impacts of events on the sector. The website of the Travel Association (ABTA) provides a useful history of the organisation that learners could use to help them explore the development of the sector.

Learners need to develop research skills, for example how to find sources of information, which information to select and how to use it effectively. As an example, learners could look at how a current national flag carrier, e.g. British Airways (BA) came into being, through the history of the British Overseas Airways Corporation (BOAC), British European Airways (BEA), British Caledonian Airways (BCAL), to British Airways itself, and Go. This will be appropriate to the learner's home county.

Learners also need to understand the concept of integration. This can be taught through the use of examples and case studies. Recent mergers of MyTravel and Thomas Cook, and First Choice and Thomson, could be used as examples or those relevant to the learner's home country and learners could be given a very simple diagram of the chain of distribution to aid understanding.

Key developments should be an exciting area for investigation. In developing an historical timeline learners could, as a group, prepare a wall display, to ensure that all developments are covered. This would form the basis on which to produce evidence for assessment.

It is important that learners have knowledge of the sector today and therefore use travel papers to research developments. This research can be shared, so that an overall timeline of developments could be built up and discussed, giving learners greater understanding.

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It is essential that learners know about the most recent versions of legislation relating to the areas given as examples in the content. Legislation is best taught within context and this can be done by looking at different organisations and asking learners to explain how the legislation has affected them and how they have had to react and change as a result. Learners could make use of the travel trade press and the internet for this.

The 'fun' element can be introduced when researching changes in lifestyle and trends. Examples could include a visit to a seaside resort or a national park with an organised speaker, a survey of leisure activities learners do or a visit to a theme park.

Links between developments and lifestyle changes and trends should be discussed and this is where learners will see how the travel and tourism sector is always changing and reacting to changes in the way people live, work and use their leisure time. There are many articles and television programmes that will help to illustrate these important links.

Learners need to explore the fragility of the sector. There are many issues that have impacted upon it and they may be familiar with some of them, for example natural disasters. It is important that they not only learn about the events that have affected the sector but that they examine the impact these issues have had on organisations within the sector and how organisations have responded to them. Current issues will be in both the national and travel trade press. Specific textbooks and internet research could be used for older issues, for example the collapse of a large company like Intasun. Learners need to understand the repercussions on customers, on organisations and on the sector and learn about any subsequent changes made as a result of these issues. There should be regular group discussions on current issues relating to the travel and tourism sector, which will allow learners to be familiar with the impacts that these issues have and how the sector deals with them.

Support from practitioners involved in the sector is paramount for the delivery of this unit. For example, a representative from a travel agent could talk to learners about changes in the sector, or a tour operator could discuss new products and services and the need to respond to change. The evolving concept of Butlins could be used as a case study.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit. TV footage of an industry development.
Introduction into research techniques and sources of information. Include company websites, travel trade press, TV footage, textbooks.
Development of package holidays. Small group work: early developments; mass market; specialist. Present back and start the compilation of a timeline.

Topic and suggested assignments/activities/assessment
Development of travel agents and technological developments. Small group work as above.
Development of the airline industry, rail and sea transport. Small group work as above.
Developments in legislation associated with the component industries. Small group work as above.
Horizontal and vertical integration. Split the group into two and allocate TUI Group and Thomas Cook respectively Diagram and present back to the group.
Research and preparation for assessment. **Assignment 1: Development of a country's Travel and Tourism Sector (P1, P2, M1)** Feedback on assessment.
Introduction to changes in tourism habits. TV footage of changes in habits. Group discussion based on discussions with older families as to how habits have changed. Use case studies to consolidate the above.
Factors that have affected the sector. Use selected travel articles and TV news footage. Small group work and present information back.
Small group research and preparation for assessment. **Assignment 2: Issues Affecting a country's Travel and Tourism Sector (P3, P4, M2, D1)** Complete exhibition work. Assessment and internal verification of exhibition. Feedback on assessment and unit review.

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Assessment guidance

P1, P2, M1

For P1, learners must summarise the developments that have shaped a country's travel and tourism sector. They must provide a brief summary of the key (significant) developments listed in the unit content, giving specific examples where appropriate. At this level, learners need only know the basics of integration, as this is a complex topic area and is covered in more depth in BTEC Level 3 Nationals in Travel and Tourism. In relation to legislation, learners should summarise only the key parts of the legislation listed in the content that relate directly to the travel and tourism sector.

For P2, learners must describe lifestyle changes and trends that have shaped the travel and tourism sector, as listed in the content, and highlight the links between lifestyle changes and trends and developments. For example, for lifestyle changes there are links between the increases in paid holidays and legislation relating to holiday pay and the subsequent growth of package holidays, and increases in paid holidays during the 1950s and 1960s and the development of purpose-built resorts. For examples of links between trends and developments there are links between PC ownership and the increase in internet bookings and the subsequent growth of budget airlines; there are links between the trend for adventure tourism and the growth of specialist adventure tour operators and there is also a link here with legislation relating to access to the countryside. The links should be highlighted only and do not need to be explained for the achievement of P2.

For M1, learners should build on the summaries provided to achieve P1 and P2 and explain clearly how the links between developments, lifestyle changes and trends have shaped the sector. An example at this level could be how PC ownership and the use of the internet both at home and at work have allowed customers to make their own independent travel arrangements with the ever-increasing number of low-cost airlines and internet travel and accommodation providers, plus the ease of booking with companies offering ancillary services such as car hire and transfers. Learners should explain how this has led to tour operators offering their packages over the internet to compete and scheduled airlines also offering internet bookings for their flights. Legislation can be linked in that independent bookings are not covered by the Package Travel, Package Holidays and Package Tours Regulations. Learners could explain how dynamic packaging has grown from independent internet bookings. To achieve M1, learners should link at least three developments with three lifestyle changes or trends and provide a full and detailed explanation.

P3, P4, M2, D1

For P3 and P4, learners must first identify and then review issues that have impacted on the travel and tourism sector. For the purposes of assessment they should select one issue 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 issue and the impact that it has had on the sector.

For M2, learners should expand on the evidence for P4 and analyse how and why three issues have impacted on the sector. The explanation should detail how and why these issues have had such a significant impact, for example when a natural disaster occurs such as the tsunami in December 2004, and how this impacts on tour operators and airlines in relation to the repatriation of travellers and the cancelling of

holiday arrangements for those who were booked to travel to the affected areas. This issue also impacts on insurance organisations in respect of increased claims and medical repatriation. This particular major event impacted on many tour operators in terms of rebooking clients to other destinations at short notice in a bid to keep clients happy and avoid refunding monies. Learners should be encouraged to support their explanations with additional information such as articles, data and statistics relating to issues they are analysing.

D1

For D1, learners should consolidate all of the knowledge that they have acquired in achieving P3, P4 and M2 and select and discuss how organisations are responding to the challenges created by issues analysed for M2. Recent issues should be selected (within the last two years) and information gathered to support their discussions, for instance the weak pound against the euro and the impact this is having on travel to the eurozone. Impacts on tour operators and transport providers should be fully analysed and discussed and learners should investigate and explain how organisations are responding to the challenges they are facing, for example by reducing prices or increasing capacity to other non-eurozone areas. Discussions can be in written or verbal format and supported by data, statistics, articles and interviews with travel specialists, e.g. employers, employees.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Development of a country's Travel and Tourism Sector.	Your local tourist information centre has asked you to produce a display illustrating the key developments, lifestyle changes and trends that have shaped the travel and tourism sector. You will work in small groups to do this.	Display. Assessors visit the stand and ask pertinent questions to obtain the evidence from learners to achieve the assessment criterion.
P3, P4, M2, D1	Issues Affecting a country's Travel and Tourism Sector.	Tour operator.	Report on four issues for P1. Presentation to panel on why and how three issues have impacted on the travel and tourism sector.

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Criteria covered	Assignment title	Scenario	Assessment method
			Presentation to discuss why two issues have had such an impact on the sector and how organisations are responding to the challenges involved.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
	Development of a country's Travel and Tourism Sector	Investigating the Travel and Tourism Sector

Suggested resources

Books

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Websites *(Relevant websites applicable to learner's home country)*

www.abta.com	Travel Association
www.bbc.co.uk/iplayer	Factual, Travel – all programmes
www.bbc.co.uk/new	BBC News
www.britainexpress.com	The UK Travel and Heritage Guide
www.caa.co.uk	Civil Aviation Authority
www.fto.co.uk	Federation of Travel Operators
www.movinghistory.ac.uk	Moving History
www.statistics.gov.uk	UK National Statistics
www.thomascook.com	Thomas Cook tour operator
www.travelmole.com	Online community for travel and tourism
www.tuitravelplc.com	TUI Travel plc
www.visitbritain.co.uk	VisitBritain

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Unit 5: Developing Customer Service Skills in Travel and Tourism

Level: **SRF Level 2**

Notional Learning Hours: **50**

Unit value: **5**

SRF unit code: **30795H**

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to understand the methods and techniques used to deliver customer service, and to develop and demonstrate customer service techniques and skills.

Unit introduction

Customer service skills and techniques are imperative across the entire travel and tourism sector. The delivery of good customer service results in customer satisfaction and customer loyalty. Often it is effective delivery of customer service that will exceed customer expectations and lead to repeat business. The techniques required to work within the travel and tourism sector are explored in this unit, and the skills required to deliver customer service effectively are developed.

The importance of first impressions and effective communication skills are covered in detail as well as presenting information and selling appropriate products and services to enhance the overall customer experience.

Learners will be able to develop and demonstrate the skills that they have learned in situations with customers in real or simulated situations. They will deal with different customer dispositions in different situations.

The knowledge that learners gain from this unit will enable them to understand that customer service is an attitude that must be adopted by people who want to work successfully in the travel and tourism sector. The unit will help learners to develop the necessary skills to offer excellent customer service within travel and tourism organisations.

Outcomes of learning

On completion of this unit a learner should:

1   Understand the methods, skills and techniques needed to provide good customer service in the travel and tourism sector

2   Be able to demonstrate customer service skills and techniques in travel and tourism situations.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 explain how a positive image can be created in travel and tourism situations.	**M1** explain how different methods, skills and techniques contribute to the delivery of good customer service.	**D1** provide excellent customer service in travel and tourism situations linking own performance to customer service methods, skills and techniques.
P2 describe methods, skills and techniques required to deliver good customer service.		
P3 use skills and techniques to provide customer service in travel and tourism situations.	**M2** use skills and techniques confidently with customers in travel and tourism situations to provide good customer service.	
P4 demonstrate selling skills and techniques in a travel and tourism situation.		

Unit content

1 Understand the methods, skills and techniques needed to provide good customer service in the travel and tourism sector

Creating a positive image:

- first impressions

- personal presentation e.g. dress, grooming, voice

- environment e.g. orderly, presentable, comfortable temperature, suitable noise levels

- meeting and greeting e.g. being professional

- brand identity e.g. noticeable

- influencing the customer decision

- travel and tourism work situations e.g. travel agency, holiday representative, cabin crew

Communication methods:

- formal and informal

- written e.g. letter, email, text; verbal (face to face, telephone)

Communication skills and techniques:

- verbal including face to face and telephone (pronunciation, presentations, voice projection, using a microphone, appropriate language and tone)

- non-verbal (body language, active listening)

- written reports and forms (legible, correct spelling and grammar, accurate and complete)

Customer service skills and techniques:

- providing up-to-date and accurate information on products and services

- being on time and available

- being welcoming and approachable

- recognising and responding to needs

Selling skills and techniques:

- establishing a rapport

- identifying needs

- matching products and services to customer needs

- other techniques e.g. closing the sale, switch selling, features and benefits, objection handling, providing after-sales service

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2 Be able to demonstrate customer service skills and techniques in travel and tourism situations

Customer types and disposition:

- eg aggressive, complaining, distressed, non-English speaking, groups, individuals, special needs, different cultures

Situations:

- face to face
- written
- telephone
- complaints e.g. dissatisfied customers
- selling e.g. a holiday to a customer in a travel agents, an excursion in resort, a flight via a call centre
- providing advice e.g. in a tourist information office about accommodation, in a travel agents about a flight, in resort about going to the doctor
- dealing with problems e.g. customer in resort losing flight tickets and passport, customer in a travel agents having to cancel their holiday, customer on a touring holiday becoming unwell

Demonstrating skills and techniques:

- appropriate to the situation
- appropriate to the type of customer
- effectively utilised and demonstrated

Information for delivery staff

Essential requirements

For this unit learners need access to a variety of resources including trade journals and a range of websites.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced with engagement of local businesses/organisations.

Work experience or work placements could also be used to help learners develop understanding of customer service in the travel and tourism sector.

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

- TT04 Assist customers prior to and after travelling
- TT06 Give customers a positive impression of yourself and your organisation
- TT49 Build and maintain face-to-face relationships with customers.

Delivery guidance

This unit follows on from *Unit 2: Understanding Customer Service in Travel and Tourism* and develops a further understanding of the methods and techniques used to provide good customer service within the sector. The content for learning outcome can be studied by visiting one or more travel and tourism organisations, giving learners the opportunity to see first-hand the skills which they will later need to demonstrate in role-play situations.

It is essential that learners have knowledge of the methods and techniques that contribute to the delivery of effective customer service before they start to demonstrate and develop them. Creating a positive image is highly important to entice and encourage customers to make the decision to use a particular company. Image can be created through the staff themselves, for example uniform, personal presentation, and through the environment the customer will use, for example the travel agency, the aircraft. Videos and recordings of TV programmes can help to illustrate methods and techniques in practice and highlight good and bad practice. Fly-on-the-wall documentaries relating to travel organisations, e.g. airlines, airports, tour operations, are particularly useful resources. Recordings of The Apprentice can be used to illustrate selling skills in particular. (Centres will need to ensure they are not infringing copyright.)

Learners should be encouraged to identify and discuss a range of customer service situations within a variety of travel and tourism organisations, e.g. tour operations, particularly in resort and on tour, travel agents, airlines particularly on the flight, airports particularly at check-in, other travel providers for example rail, coach, ferry, cruise operators. Understanding can be gained by conducting role plays covering a

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diverse range of customer service situations; these should be related to specific travel and tourism scenarios as identified above. Learners should benefit hugely by being involved in simulated activities and these practical sessions will provide opportunities to develop skills essential to working in the sector. Learners can work in small groups observing each other's performance and giving constructive feedback in preparation for assessment. The emphasis should be on evaluating what they have learned from the observations to improve their own performance.

Learners should be encouraged to observe customer service in their everyday life and these personal experiences can form the basis of discussions in the classroom.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview to the unit and assessment methods. Discuss personal experiences where customer service policies and procedures have been in place but they have not been delivered effectively. Use of customer service video.
Communication methods. Identify different ways of communicating within the travel and tourism sector and relate these to situations.
Communication techniques. Activities on active listening, body language, verbal and written communication.
Customer service techniques. Providing up-to-date and accurate information on products and services, being on time and available, being welcoming and approachable, recognising and responding to needs.
Selling skills. Individual and group activities to formulate sales.
Creating a positive image. Group activity using magazine images to explain the importance of first impressions, personal presentation etc.
Visit to an organisation individually or in small groups to observe. Complete respective observation sheets.
Independent research and study in preparation for assessment.

Topic and suggested assignments/activities/assessment
Completion of skills audit to be linked to communication methods and customer service and sales techniques. **Assignment 1: Customer Service Methods, Skills and Techniques (P1, P2, M1)** Feedback on assessment.
Customer service skills. Introduce the difference between techniques and skills – customer service is an attitude. Use sample letters from customers of good and bad customer service which relate to the way customers were dealt with.
Customer disposition. Assessor to role play different customer dispositions and get feedback as to how learners would deal with different scenarios e.g. angry, upset.
Complaint handling. Five-point plan for handling complaints.
Problem solving. Worksheets to identify the difference between problems and complaints.
Written communication. Written presentation standards. Complete customer service report.
Completion of case studies to consolidate understanding of skills and techniques.
Independent research and study in preparation for assessment.
Completion of practical customer service skills. **Assignment 2: Customer Service Skills and Techniques (P3, P4, M2, D1)** Upgrade of customer service scenarios and self-evaluation. Feedback on assessment and unit review.

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Assessment guidance

P1, P2, M1

For P1, learners must explain how a positive image can be created to enhance the delivery of customer service and all items in the content must be covered within travel and tourism working situations.

For P2, learners must describe the different methods, skills and techniques required to deliver good customer service. All of the prescriptive content (items separated by semi-colons and items in brackets) must be described and supported by examples from the travel and tourism sector, for example photographs of staff and environments for creating a positive image, articles and news items about travel and tourism organisations in relation to provision of customer service, data and statistics relating to customer service.

For M1, learners must be able to explain how the different methods, skills and techniques covered in P1 and P2 contribute to the delivery of good customer service. Reference to real situations experienced by learners or from articles and case studies can be used to support explanations.

P3, P4, M2, D1

P3, P4, M2 and D1 must be assessed through practical activities. It is unlikely that this will be possible at this level in real travel and tourism workplace situations, however where this is possible then it is acceptable when supported with robust evidence in the form of witness statements and mapped feedback, i.e. mapped to the content and the criteria. Witness statements must be signed and dated and the title and status of the supervisor/manager clearly provided. It is more likely that assessment will be through role-play situations. Evidence must be generated to clearly cover the prescriptive content for learning outcome 2 and observation and feedback sheets must be detailed and clearly mapped to the range within the content and the targeted assessment criteria. Observation sheets must be signed by the assessor and clearly state details of how each criterion has been achieved. Observation sheets must give details of the situation and a description of the learner's performance when interacting with the customer and dealing with the situation and a clear justification of the achievement of the individual criteria. All of the skills and techniques listed in the content must be demonstrated across the range of situations; a matrix checklist is recommended.

For P3, learners must use a range of skills and techniques listed in the unit content to provide customer service in the three situations: handling a complaint, providing advice and dealing with a problem. One situation must require a written response, one must use the telephone and one must be face to face. Different types of customers should be used across the range of situations and learners must demonstrate that they can deal with various customer dispositions and adapt their customer service accordingly. The skills and techniques demonstrated must be appropriate to the situation and the customer and must be used effectively. The skills and techniques used will be selected from the full range of skills and techniques listed in the unit content.

For P4, learners must demonstrate effective and appropriate selling techniques in a face-to-face situation with a specific type of customer/s. The skills and techniques used will be selected from the full range of skills and techniques listed in learning outcome 1.

For P3 and P4 it is expected that the tutor will provide detailed scenarios to ensure that learners are assessed in a range of situations with a variety of customer types to meet the requirements of assessment. They will deal with different customer types for each of the four situations (complaint handling, problem solving, giving advice, selling). One situation will require written communication, one will require the use of the telephone and two will be face to face (one of the face-to-face situations will be selling).

For M2, learners must demonstrate that they can use skills and techniques confidently to provide good customer service in the four situations (complaint handling, dealing with problems, giving advice, selling). The assessor feedback should clearly reflect how learners demonstrated confidence in dealing with these different situations and why the customer service was better than that provided to achieve P3 and P4.

For D1, learners must demonstrate that they can use skills and techniques to provide excellent customer service in the four situations (complaint handling, dealing with problems, giving advice, selling). The assessor feedback should clearly reflect how learners demonstrated excellent customer service in dealing with these different situations and why the customer service was better than that provided to achieve M2. Learners must also analyse their own performance and highlight the links between their excellent customer service provision and the skills and techniques they used. This evidence can be presented verbally or in a written report.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Customer Service Methods, Skills and Techniques.	Customer service training manual or presentation.	Portfolio, report or presentation.
P3, P4, M2, D1	Customer Service Skills and Techniques.	Travel and tourism scenarios.	Role-play scenarios.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Customer Service in Travel and Tourism	Understanding Customer Service in Travel and Tourism	Customer Service in Travel and Tourism

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Suggested resources

Books

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

Unit 6:   Tourism Destinations

Level: **SRF Level 2**

Notional Learning Hours: **50**

Unit value: **5**

SRF unit code: **30796H**

This unit is internally assessed

Unit aim

The aim of this unit is to develop learners' skills in the use of different sources of information to locate key tourist destinations and transport gateways in their home country, and to develop knowledge of the varied appeal of selected destinations for different types of visitors.

Unit introduction

Having an understanding of what a country has to offer domestic and inbound tourists is an excellent starting point for anyone planning to work in the travel and tourism sector. Travel agents, tour operators and tourist boards play their part in promoting travel and tourism destinations, while visitor attractions, hospitality and transport providers develop the services and facilities that contribute to their appeal.

Meeting the needs of the customer is fundamental to travel and tourism provision in a country. Learners will investigate how destinations provide for the needs of different types of visitor. They will find that travel and tourism destinations offer great variety, from cosmopolitan capitals and traditional seaside resorts to historical cities and relaxing countryside areas. They will examine how transport, natural features, attractions and facilities combine to create the overall appeal of a destination.

Learners will be introduced to reference materials and different sources of information to enable them to locate key tourist destinations and transport gateways in their home country, and to determine the appeal of selected destinations. They will develop knowledge of significant travel and tourism destinations, their locations, and gateways that serve them.

On embarking on a career in the travel and tourism sector, learners may find themselves working for an organisation that contributes to the success of a travel and tourism destination, for example in hospitality, transport operations, visitor attractions, tour operations or retail travel. The unit will increase awareness of destinations for anyone aspiring to work in the travel and tourism sector.

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Outcomes of learning

On completion of this unit a learner should:

1 Know the location of significant travel and tourism destinations and gateways in the home country

2 Know the appeal of tourism destinations for different types of visitors in the home country

3 Be able to use sources of information to find out about destinations in the home country.

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 locate significant travel and tourism destinations, airports and seaports.		
P2 describe the appeal of one town or city destination, one seaside resort and one countryside area, each focusing on appeal for a different type of visitor.	**M1** assess, giving detailed examples, the strongest aspects of appeal of each destination for one type of visitor.	**D1** use analysis of the overall strength of appeal of one destination for one type of visitor to identify any gaps in provision.
P3 use appropriate sources of information to find out about the location and appeal of destinations.	**M2** work independently, when researching destinations using different sources of information that are clearly referenced in work that is presented clearly, logically and coherently.	

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Unit content

1 Know the location of significant travel and tourism destinations and gateways in the home country

A country's travel and tourism destinations:

- capital cities
- seaside resorts
- spa towns
- countryside or coastal areas e.g. National Parks, Highlands
- cultural or historical towns and cities
- islands

Airports:

- types e.g. major, regional
- identification of three-letter codes

Seaports:

- ports e.g. Dover, routes (within the UK, between UK and Republic of Ireland, between UK and Europe, worldwide ports)

2 Know the appeal of tourism destinations for different types of visitors in the home country

Range of destinations:

- town or city
- seaside resort
- countryside area

Visitor attractions:

- e.g. theme parks, museums, historical sites, heritage sites, wildlife parks

Natural features:

- e.g. mountains, beaches, lakes, rivers, coast

Range of accommodation:

- e.g. hotels, guesthouses, B&B, self-catering, camping and caravanning, holiday parks, boats

Facilities:

● e.g. sport and leisure facilities, shopping

Arts and entertainment:

● e.g. theatres, art galleries, exhibitions, local festivals/events

Sightseeing:

● e.g. guided tours, ghost walks, boat trips, road trains

Transport links:

● e.g. major rail, road, air, sea links

Different types of visitors:

● e.g. families, retired people, young adults, school groups, special needs, inbound tourists

3 Be able to use sources of information to find out about destinations in the home country

Sources of information:

● e.g. guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres

Sources used:

● paper-based

● online

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Information for delivery staff

Essential requirements

Learners must have access to atlases, holiday brochures, guide books and the internet. They should be encouraged to use their experiences of their own locality if possible, as well as destinations they may have visited or gateways they have used.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced with engagement of local businesses/organisations.

Work experience or work placements could also be used to help learners develop understanding of destinations.

Delivery guidance

With overseas travel so accessible today, learners' experiences of their own home country's holidays and knowledge of travel and tourism destinations can be limited. Successful delivery of this unit will help to bridge the knowledge gap and develop an interest in their home country's tourist destinations.

Initial group discussions can determine what knowledge and understanding of travel and tourism destinations learners already have. A tourist destination can be a town or city (for example seaside resort, cultural/historical, spa town), a countryside or coastal area (including the National Parks) or an island. Some general map work will be beneficial to help learners appreciate the different regions in their country and what they have to offer. Google Earth can support delivery.

Learners need to be introduced to a wide range of information sources. Practical activities should be devised to help them become proficient and independent in using atlases, brochures, leaflets, guide books and websites. A visit to a local tourist information centre could also be useful.

Key air and seaport gateways must be identified. Learners should be introduced to the concept of using three- letter codes to distinguish airports if not already addressed as part of *Unit 3: Understanding the Nature and Effects of World Travel*.

Before examining the appeal of destinations it would be useful to consider what different types of visitors are looking for when they travel to home country destinations. Mind mapping would be a useful way to record ideas and to work through different aspects of appeal for different types of visitors. Learners must consider the needs of different types of visitors, for example inbound tourists, school groups, families, those with special needs, retired people and young adults. The list of 'types' is not definitive; other types of visitors may be considered.

Appeal can be easier to appreciate if viewed through the eyes of the tourist. As a formative activity, learners could investigate the appeal of a local tourist destination. Simple worksheets could be compiled covering those aspects of appeal stipulated in the unit content. This would enable learners to make tangible, first-hand observations about the overall appeal of a known destination for different types of visitor. Working in groups, it would be possible for learners to examine appeal for different types of visitors and then produce a display of their findings or give a presentation, thereby enabling the class as a whole to appreciate the appeal of the destination for different types of visitor. This would contribute to the development of skills as well as providing a sound base from which to move forward.

Tutor-led reinforcement of different aspects of appeal will be necessary to ensure that all learners have a good understanding of what will be required for the assessment activities. This should include research activities into the factors that contribute to a destination's appeal, including visitor attractions, natural appeal, accommodation, facilities, arts and entertainment, sightseeing and transport links. Planned visits to a town or city tourist destination, seaside resort and countryside area would be desirable to support learning and to identify specific features of appeal in different types of destinations. Tourist Board DVDs and TV travel programmes can be used to help learners 'see' the differences between tourist destinations in the UK and to understand how they might appeal to different types of visitors. Websites are becoming increasingly well developed and are also very useful for class-based research.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit.   Using atlases to identify geographic scope of unit.
Introduction to different types of home country destinations: identification of capital cities, seaside resorts, spa towns, countryside or coastal areas, cultural or historical towns and cities, islands.   Sharing domestic travel experiences, locating destinations visited on large-scale map.   Locating destinations – using atlases and other sources of information.
Internet research to locate major and regional airports and their three-letter codes.   Using different sources to identify seaports and passenger ferry routes in and around the UK.

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Topic and suggested assignments/activities/assessment
Assignment 1: Location UK! (P1) Feedback on assessment.
Introduction to different aspects of appeal. Online quizzes, team quizzes, activities using different sources of information.
Mind mapping to determine needs of different types of visitors.
Visit to a local destination. Group work to determine appeal for different types of visitors. Group presentations or displays.
DVDs and class activities to investigate appeal of seaside destinations, cities and countryside destinations. Using different sources of information.
Visit(s) to different categories of destinations. Classroom activities to determine their appeal for different types of visitors.
Assignment 2/3: Destination Appeal and Research Evidence (P2, P3, M1, M2, D1) Feedback on assessment and unit review.

Assessment guidance

P1

For P1, learners will identify and locate significant tourist destinations, airports and seaports in the home country. The term 'significant' refers to tourist destinations that receive quantities of visitors from the home country or overseas and have a tangible tourist infrastructure in place to support this, e.g. a substantial number and range of accommodation providers or a tourist information centre. The focus is on demonstrating an appreciation of a broad range of tourist destinations and transport gateways, rather than being able to memorise a few, therefore atlases can be used to assist in identifying an accurate location. A series of blank maps of the home country should be provided on which learners must accurately locate significant tourist destinations including the capital cities and at least six each of seaside resorts (if applicable), cultural or historical towns or cities, countryside or coastal areas (including National Parks), spa towns, islands. This should be supported by a map, or maps, on which learners accurately locate at least six airports, including major and regional airports, giving their three-letter codes, six seaports with a typical passenger route from each, including an example of a sea transport route within the home country (if applicable). Maps that are presented for assessment must be learners' own work (on a pre-printed outline) and not maps that have been downloaded or copied from elsewhere with locations already marked on them. Maps must be clearly labelled to identify the different types of destinations.

P2, M1, D1

In order to achieve P2, learners must conduct research into three tourist destinations – one town or city, one seaside resort or other type of resort (applicable to the leaner's home country)and one countryside area. For each destination they must describe the appeal for a specified type of visitor. A different type of visitor must be selected for each destination. All aspects of appeal must be addressed for each destination including visitor attractions, natural features, range of accommodation, facilities, arts and entertainment, sightseeing and transport links. Learners must clearly focus their descriptions on aspects of appeal for the specified type of visitor. For example if learners described the appeal for the selected seaside destination from the perspective of a family, they would focus the description on specific attractions that would appeal to families, range of family-friendly accommodation, beach, family-type facilities, sightseeing and local transport etc. from a family's perspective. They must choose different types of visitors for the remaining two destinations. Learners' work could be presented in a number of ways, for example producing tourist leaflets aimed at the visitor type, an exhibition, an oral presentation or a mixture of these. It is essential that evidence is presented in learners' own words; information must not be downloaded from the internet or copied from other sources. General descriptions that do not focus on the appeal for the selected visitor type would not meet P2.

M1 is a progression from P2, using the same destinations and visitor types as P2. For M1, learners must consider the different aspects of appeal for each of the three destinations and assess which are the strongest aspects for the selected visitor type. They should consider at least three specific aspects of appeal for each destination. For example if they have described the appeal of a seaside destination for families, they should now consider which three aspects are particularly appealing for this type of visitor. This could be, for example, the natural features, i.e. the safe, sandy beach, the family-friendly leisure facilities and the excellent range of family-type accommodation, particularly campsites, self-catering and holiday parks. Specific detailed examples should be provided as supporting evidence. A city that was described for inbound tourists might focus on historical and cultural attractions, the multilingual sightseeing tours and the accessibility of a destination, whereas the strongest aspects of appeal for a countryside destination for school groups might lie in the sport and leisure facilities, educational attractions and the range of suitable accommodation.

To achieve D1, learners should use analysis of the overall strength of appeal of one destination for one type of visitor in order to identify any gaps in provision. This can be one of the destinations and visitor types featured for P2 and M1. Learners must determine whether the different aspects of appeal are successful in catering for the selected visitor type. Learners should ask themselves: 'How well does this destination cater for this type of visitor and where could it improve?' For example, if the learner chooses to focus on the seaside resort and this had been examined in relation to families for P2 and M1, learners must now analyse the different aspects of appeal for the family market. They must make some judgements on how well the destination caters for the family market overall, and where there is room for improvement. At distinction level they could break down the family market further. For example, families with pre-school children, families with school-aged children and families with teenagers have different needs and therefore the strength of the destination could vary as it may provide very well for the younger family market but have gaps for the older family market.

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Evidence produced orally needs to be supported by comprehensive observation sheets from the assessor. Observation sheets must demonstrate which pass, merit and distinction criteria learners have achieved. Ideally, they will include unit content that can be ticked and a box for the assessor's comments justifying their decision. Any other materials used by the learner, such as preparatory notes or visual aids, should also be included. Oral presentations can be recorded on video or audio tape in order to aid assessment but recordings should be used only to support observation sheets, not to replace them.

P3, M2

For P3, learners must provide full details of information sources used in their research, including website URLs, named holiday brochures, atlases etc. This could be presented as a detailed bibliography. Learners should comment on the information gained from the sources used in order to determine its appropriateness for the task. Copies of leaflets or articles could be attached as appendices. Learners must show that they have used some relevant paper-based sources as well as the internet.

For M2, learners should demonstrate that they have worked independently using a range of reference materials, which should include a minimum of three different types of information sources, e.g. the internet, holiday brochures and tourist leaflets. Use of the internet on its own would not be sufficient. An observation sheet and self-evaluation could be used to support evidence of working independently. This is particularly important where group tasks have formed any part of the overall assessment and all work submitted for evidence should be individually produced. A comprehensive bibliography should be provided, together with clear reference to sources throughout the work. Learners should demonstrate that they are able to present work in a clear and logical way and that they have expressed themselves coherently, giving information in their own words. This should be inherent within all of the work presented as evidence.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1	Location!	Learners to identify and locate home country destinations, airports and seaports.	Map work (P1).
P2, M1, D1	Destination Appeal.	Learners to examine the appeal of three destinations for specific visitor types.	City destination – article or leaflet; seaside resort – display; countryside destination – presentation (P2). Written report (M1) and analysis (D1).

Criteria covered	Assignment title	Scenario	Assessment method
P3 M2	Research Evidence.	Supporting evidence.	Written evidence including a bibliography (P3). Self-evaluation and additional observation record (M2).

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
UK Travel Destinations	Understanding the Nature and Effects of World Travel	The UK as a Destination
	Holiday Planning	
	Organising a Travel and Tourism Study Visit	

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Suggested resources

Books

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

BTEC First Travel Atlas (Columbus, 2006) ISBN 9781846900051

Websites (*Relevant websites applicable to learner's home country*)

Earth.google.com	Google Earth
www.enjoyengland.com	EnjoyEngland
www.nitb.com	Northern Ireland Tourist Board
www.peakdistrictonline.co.uk	Peak District Online
www.skegness-resort.co.uk	Skegness on the internet
www.stratford-upon-avon.co.uk	Stratford-upon-Avon
www.visitbritain.co.uk	VisitBritain
www.visitscotland.com	VisitScotland
www.visitsouthwest.co.uk	South West England Tourist Board
www.visitwales.co.uk	VisitWales
www.yorkshire.com	Welcome to Yorkshire

Unit 7:   European Holiday Destinations

Level: **SRF Level 2**

Notional Learning Hours: **50**

Unit value: **5**

SRF unit code: **30803H**

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to broaden their awareness of what Europe has to offer tourists. They will gain knowledge and understanding of different types of holiday destinations and the features that combine to bring about a destination's appeal.

Unit introduction

Having an appreciation of European destinations and understanding their appeal for holidaymakers is an essential requirement in many areas of work in the travel and tourism sector.

Taking a holiday in Europe is very attractive for many people. The unit introduces learners to the location and appeal of holiday destinations in Europe. Options are extensive, providing opportunities to investigate diverse destinations that cater for a range of tastes and customer needs, from fun holidays in the sun to fashionable ski resorts, informal camping holidays to exciting city breaks.

Learners will locate European holiday destinations that are well known for specific types of holidays, such as summer sun and winter sports. They will examine access, natural features, local attractions and climate, alongside other features that influence the appeal of different types of destinations.

This unit will appeal to those learners who wish to work in retail travel or tour operations and will broaden the knowledge of those who aspire to work overseas, perhaps as holiday representatives.

Outcomes of learning

On completion of this unit a learner should:

1   Be able to locate major European holiday destinations and gateways

2   Know the accessibility of European destinations for visitors from other countries

3   Understand features influencing the appeal of different types of European holiday destinations.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 locate major European holiday destinations and their gateways.		
P2 describe accessibility from other countries to two European destinations.	**M1** assess how accessibility contributes to the appeal of two European destinations for visitors from other countries.	
P3 review, with examples, features that contribute to the appeal of different types of European holiday destinations.	**M2** explain how different features combine to create the appeal of two European holiday destinations.	**D1** analyse the main features that contribute to the appeal of one European holiday destination.

Unit content

1 Be able to locate major European holiday destinations and gateways

Countries:

- major tourist-receiving countries for visitors e.g. France, Spain, Greece, Portugal

Holiday destinations:

- summer sun e.g. Algarve, Benidorm, Faliraki

- winter sun e.g. Madeira, Playa de las Americas, Paphos

- winter sports e.g. Chamonix, Courmayeur, St Anton

- countryside areas (including lakes and mountains) e.g. Lake Garda, Black Forest, Bernese Oberland

- city breaks e.g. Barcelona, Paris, Prague

- cruise areas e.g. Aegean, Norwegian Fjords, Danube

European gateways:

- airports e.g. Palma, Faro, Geneva

- identification of three-letter codes

- passenger ferry ports e.g. Bilbao, St Malo, Bergen

- Channel Tunnel and Eurostar terminals

2 Know the accessibility of European destinations for visitors from other countries

Accessibility from learner's home country:

- main entry gateways by air, sea, rail, road

- ease and cost of travel to destination

- travel and transfer times

3 Understand features influencing the appeal of different types of European holiday destinations

Types of destination:

- summer sun

- winter sun

- winter sports

- countryside locations

- town or city

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Natural features:

● mountains

● lakes

● rivers

● forests

● beaches

Local attractions:

● e.g. historical sites, heritage sites, religious sites, theme parks, museums, aqua parks, events

Range of accommodation:

● e.g. hotels, campsites, apartments, villas

Facilities:

● e.g local transport, shops, markets, nightlife, sport and leisure, sightseeing trips

Traditions and cultural aspects:

● e.g. festivals, local cuisine, siestas, religious practices, pilgrimages, values and traditions

Special interest tourism:

● e.g. health tourism, religious tourism, wellbeing, painting, music, sport

Climate:

● e.g. when to travel, when to avoid visiting, average temperatures, sunshine, rainfall, snow for winter sports

Appeal:

● for different types of visitors

● for different motivations e.g. sport, relaxation, culture

Information for delivery staff

Essential requirements

Learners will need access to atlases, holiday brochures, guide books and the internet. Timetables, such as the Thomas Cook European Rail Timetable, will also be useful.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced with engagement of local businesses/organisations.

Work experience or work placements could also be used to help learners develop understanding of European destinations.

Delivery guidance

The range of European holiday destinations is so extensive that this unit must be viewed as being an introduction or an opportunity to raise learners' awareness of the location and appeal of different types of destination.

The term 'holiday destination' can refer to a specific city or town that is an established holiday destination, such as Barcelona, St Moritz or Bruges. It could also be a small island or a distinct area, for example Ibiza or Cote d'Azur, or a specific city or town within that area, for example San Antonio or Nice.

Learners will first need to have an appreciation of Europe and it would be useful to go back to basics with mapping activities to locate countries, seas, mountains, rivers and major holiday destinations. For the purposes of this unit, Europe is considered to be all of continental Europe, west of the Urals and including the Republic of Ireland, the Canary Islands, the Azores, Turkey and Cyprus. It does not include any part of the United Kingdom or the Channel Islands and the Isle of Man.

Key air and sea gateways should be identified and learners should be able to use three-letter codes to distinguish airports.

Learners should be encouraged to use map work regularly to reinforce their knowledge of destinations. Quizzes can be used to support this; these can be carried out in a fun, competitive way. An investigation of tour operators' European brochures will help learners to gain a more visual appreciation of destinations, cruise areas and their locations, rather than just conducting discrete mapping exercises using an atlas. Google Earth can be a valuable classroom resource.

Group work could be appropriate as a formative activity and to develop teamwork skills. This would enable different groups to produce and present annotated maps, highlighting the variety of holiday destinations within individual countries. This can be a useful precursor to discussions on the factors that influence appeal.

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Tutor-led input and discussions on what constitutes appeal will help learners to focus on features including location, natural features, local attractions, range of accommodation, facilities, traditions and culture, accessibility from the learner's home country and climate. Promotional videos, TV travel programmes and tour operators' brochures can help to reinforce these messages. Learners' shared experiences of holidays overseas will be valuable.

Accessibility from the learner's home country should be researched in some depth and activities should be set to allow learners to use the internet and holiday brochures to draw conclusions about the accessibility for different types of destinations. This should include main entry gateways by air, rail and sea, ease and cost of travel to the destination, travel and transfer times. Learners may need to be reminded about time changes when travelling between their home country and most European destinations.

Research activities should be devised to enable learners to examine and draw conclusions about the appeal of different types of destinations. These can be supported by crosswords, picture games and other interactive activities. A wide range of destinations should be researched in preparation for assessment, including cities, summer sun, winter sun, winter sports and countryside areas. These could be used as formative activities culminating in informal class presentations. Subsequent discussions could highlight strengths and weaknesses in specific aspects of appeal in order to prepare learners for working towards the higher grades.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit. Using atlases to identify scope of unit. Team games to test knowledge of countries and their locations.
Sharing travel experiences in Europe, locating holiday destinations visited on large-scale map. Introduction to different types of holiday destinations: summer sun, winter sun, winter sports, countryside areas, city breaks, cruise areas. Group activities using holiday brochures to find examples of different types of holiday destinations in different countries and identification of gateways to selected destinations. Identification of three-letter codes.
Assignment 1: European Holiday Spots (P1) Feedback on assessment.
Practical research tasks to examine journeys by air, sea and rail from the learner's home country to holiday destinations in different countries. Identification of ease and cost of travel, length of journey and transfer times. Discussing how accessibility affects appeal of selected destinations.

Topic and suggested assignments/activities/assessment
Assignment 2: Easy Access? (P2, M1)
Feedback on assessment.
Introduction to different types of features that contribute to appeal for different types of visitor and motivations. Group work to research and produce displays of appeal features for different types of holiday destinations in selected countries. Group presentations. Individual research into appeal features in two destinations.
Assignment 3: What's the Appeal? (P3, M2, D1)
Feedback on assessment and unit review.

Assessment guidance

P1

For P1, learners will identify and locate major holiday destinations in Europe. These are destinations that are likely to be featured in tour operators' brochures and will fall within the scope outlined in the *Delivery* section for this unit. The range and scope of destinations are too extensive for learners to be able to memorise locations; however, they should be able to accurately locate, with the use of an atlas, a wide range of holiday destinations in Europe.

Learners are not expected to locate all major holiday destinations. Blank maps of Europe should be provided on which learners must accurately locate at least six destinations for each of the following types of holiday: summer sun, winter sun, winter sports, countryside, city breaks. A destination cannot be selected more than once and each destination located within each 'type' must be in a different European country; however, the same country can feature for different 'types' of destination.

For example, summer sun could include a named holiday destination in Spain, Portugal, Malta, France, Greece, Cyprus, while winter sun, winter sport, countryside areas and city breaks might also include different destinations in some of these countries.

Destinations selected must be representative for that type of holiday, for example St Anton, Austria would not be considered to be a 'summer sun' destination, but would be acceptable for winter sports or as a summer countryside destination (usually offered as a lakes and mountains destination).

Tutors may wish to provide learners with a tracking sheet to ensure the destinations they have selected will meet these requirements. Maps must be neatly and accurately completed and suitably labelled or colour coded to indicate the type of holiday represented by each destination.

Learners must also accurately locate on a blank map six cruise areas (i.e. areas such as the Western Mediterranean and Baltic cruise areas, not cruise itineraries or specific ports, however they could include significant European river cruise areas such as the Danube or the Rhine).

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Learners should also accurately locate on a blank map six European airports (with their three-letter codes), each in a different country, that can be accessed from at least three named UK airports. Learners must also accurately locate six passenger ferry ports that receive holidaymakers directly from other countries. At least one route between a named UK port and each of the selected European ports must be shown on the map, for example Dover for Calais. Channel Tunnel and two Eurostar terminals in Europe should be located on the map.

P2, M1

For P2, learners must describe accessibility from their home country to two European holiday destinations. Learners should indicate the main entry gateways for the selected destinations and outline ease and cost of travel to the destinations, including travel and transfer times. Travel by air, sea, rail and road should be considered. A destination like Paris would include travel by rail via the Channel Tunnel as an option, as well as sea routes with rail. Convenience in terms of choice of flying from regional airports to destinations would contribute to the accessibility of a destination and should form part of the description for P2. Learners could also include self- drive using the Channel Tunnel or ferry crossings.

The focus for M1 is to consider accessibility in terms of how it adds to or detracts from the appeal of a destination. To achieve M1, learners must assess how easily accessible (or not) two selected destinations are for visitors from the learner's home country, and therefore assess how accessibility contributes to the overall appeal of those destinations. They should consider ease of access from different parts of the learner's home country, cost, travel and transfer times.

P3, M2, D1

In order to achieve P3 learners should review, in general terms, the features that contribute to the appeal of European destinations. The aim is for learners to be able to show that they understand that Europe is very diverse and that different features help to bring about the appeal of different destinations. These include natural features, local attractions, range of accommodation, facilities, traditions and culture, special interest holidays and climate.

Examples of destinations should be provided to support the review of each of these features and learners should comment on the types of visitors and motivations they might appeal to. It is expected that examples of different types of destinations (summer sun; winter sun; winter sports; countryside areas; city) would be provided within the entirety of evidence, and that the evidence should cover a wide range of European countries.

For example, when describing local attractions, learners could explain that Europe has many varied attractions including historical sites, heritage sites, religious sites, theme parks, museums, aqua parks, events. These attract different types of visitors to specific destinations. They could give examples of historical or heritage sites such as the Acropolis in Athens, Greece; religious sites such as the Vatican in Rome, Italy; theme parks such as Legoland in Billund, Denmark; famous museums for example the Anne Frank's House in Amsterdam, Holland; aquaparks such as Adaland in Kusadasi, Turkey; events for example the Oktoberfest beer festival in Munich, Germany.

To summarise the section on local attractions learners could review how visitors might be attracted to destinations such as Rome for cultural and historical city break holidays because there are many museums and historical sites. In contrast, fun attractions like the Port Aventura theme and water parks might draw younger visitors and families to destinations like Salou on the Costa Dorado as part of their summer sun holiday.

Similar reviews and examples must be provided for all natural features, range of accommodation, facilities, traditions and cultural aspects, special interests and climate, as specified in the unit content.

To achieve M2, learners must conduct research into two different types of European holiday destinations (for example a summer sun and a city break destination) in two different countries and explain how the various features contribute to their specific appeal. These can be the same destinations selected for P2, M1 but they do not need to be. Learners should be encouraged to research widely before selecting their destinations as the amount of information on destinations varies enormously. They should consider natural features, local attractions, the range of accommodation, facilities, traditions and cultural aspects, special interest features and climate within the evidence for M2. Evidence could be produced in a variety of ways, for example in the form of an article, presentation or display.

For D1, learners should select one of the two destinations from M2 and now analyse the main features that contribute to the appeal of that destination. This will involve making some judgements on what draws visitors to that destination. For example, this could be a combination of beach, climate and an excellent range of accommodation and nightlife for a named lively beach destination. Alternatively, it could be a combination of historical attractions, local transport, local cuisine, shopping and sightseeing that are the main features contributing to the appeal of a named city destination. The appeal of different destinations may also vary from season to season.

If role plays or presentations are used for any part of this unit, they must be evidenced through detailed observation records stating clearly how the learner has met the assessment requirements and they should also be supported by PowerPoint slides, computer printouts, screenshots etc. Observation records must be signed and dated by the assessor and learner and, together with the supporting documentation, be sufficiently detailed to enable others to make a judgement as to whether the evidence meets the specified criteria.

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Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1	European Holiday Spots.	You are working for a tour operator and are required to identify and locate European holiday destinations and gateways for a destination display.	Map work.
P2, M1	Easy Access?	You are working for a tour operator and are required to explain and assess accessibility from the learner's home country to two European destinations.	Presentations or written explanations (P2). Written or verbal assessment (M1).
P3, M2, D1	What's the Appeal?	You are working for a tour operator and are required to produce a general review of different appeal features, then focus on the appeal of selected destinations.	Presentation or written review (P3). Presentation, article or display (M2). Written analysis (D1).

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
	Understanding the Nature and Effects of World Travel	European Destinations
	UK Tourism Destinations	
	Worldwide Holiday Destinations	
	Holiday Planning	

Suggested resources

Books

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

BTEC First Travel Atlas (Columbus, 2006) ISBN 9781846900051

Websites (*Relevant websites applicable to learner's home country*)

www.austriatourism.com	Austria National Tourist Office
www.citiesdirect.co.uk	Cities Direct tour operator
www.crystalski.co.uk	Crystal tour operator
www.directferries.co.uk/routes.htm	Direct Ferries – routes
earth.google.com	Google Earth
www.firstchoice.co.uk	First Choice tour operator
www.flightmapping.com	Flightmapping (air routes)
www.inghams.co.uk/lakes	Inghams tour operator
www.lizardpoint.com/fun/geoquiz	Travel geography quiz
www.multimap.com	Multimap (online atlas)
www.nationalrail.co.uk	National Rail
www.norway.org.uk	Norway – the official site in the UK
www.portugaloffice.org.uk	Portuguese National Tourist Office
www.seat61.com	The Man in Seat Sixty-One
www.thomascook.com	Thomas Cook tour operator
www.thomson.co.uk	Thomson tour operator
www.visit-croatia.co.uk	Visit Croatia
www.worldtravelguide.net	World Travel Guide

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Unit 8: Worldwide Holiday Destinations

Level: **SRF Level 2**

Notional Learning Hours: **50**

Unit value: **5**

SRF unit code: **30797H**

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to broaden their awareness of the varied holiday destinations beyond Europe. It gives learners opportunities to match features of worldwide destinations to customer needs, as well as to gain knowledge about factors that can impact on travel to destinations around the world.

Unit introduction

Travelling beyond Europe opens up a world of different cultures, traditions, landscapes and experiences. There are exotic locations and bustling, vibrant cities to explore, while the wonders of the natural world entice the traveller and provide opportunities for adventure. Advances in transport, technology and increasingly ambitious package holidays mean that holidays to far-flung corners of the world are no longer the sole domain of the very rich; it is now possible for many thousands of UK travellers to enjoy the experience of visiting worldwide destinations each year.

For many people a worldwide holiday is 'special', possibly a once in a lifetime opportunity to travel beyond Europe. In this unit learners will identify and locate a range of worldwide destinations for different types of holidays in different countries and continents. They will use holiday brochures and the internet to carry out practical tasks to select suitable worldwide destinations to meet specific customer needs.

Learners will be introduced to some of the factors that might impact on worldwide holiday travel plans, including extreme weather, health restrictions, unrest and social situations. They will learn that travel arrangements have to be planned carefully to enable the worldwide traveller to make the right choice of destination, taking into account any known travel requirements or restrictions. They will also learn that unforeseen factors can arise which will impact on travel to certain worldwide destinations.

This unit is particularly relevant for those who have an interest in working in retail travel or tour operations or to broaden knowledge of worldwide destinations for those who might aspire to work as cabin crew.

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Outcomes of learning

On completion of this unit a learner should:

1   Be able to locate worldwide destinations for different types of holidays

2   Be able to select worldwide destinations to meet customer needs

3   Know about factors that can impact on travel to worldwide destinations.

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 identify and locate worldwide destinations for different types of holidays.		
P2 select worldwide destinations to meet specific customer needs.	**M1** justify the choice of destinations, explaining how they meet specific customer needs.	
P3 describe factors that impact on travel to worldwide destinations, giving relevant examples.	**M2** explain how different factors impact on travel to a selected worldwide destination.	**D1** assess the impact of two factors on travel to worldwide destinations within the last five years.

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Unit content

1 Be able to locate worldwide destinations for different types of holidays

Worldwide destinations:

- destinations e.g. town or city, beach resort, island, area of natural or historical significance
- in Africa
- in North America
- in South America
- in Asia
- in Australasia

Different types of holidays:

- history and culture
- beach relaxation
- weddings and honeymoons
- leisure and entertainment e.g. theme parks
- winter sports
- natural world e.g. safaris
- adventure e.g. trekking

2 Be able to select worldwide destinations to meet customer needs

Worldwide destinations:

- e.g. in Africa, North America, South America, Asia, Australasia

Customer needs:

- preferred dates or time of year
- travel requirements e.g. air, cruise, rail, combination
- standard or type of accommodation e.g. deluxe, traditional
- motivation e.g. relaxation, special interest, activity, culture, special occasion, sport; specific considerations e.g. weather, local attractions, things to do

Types of customer:

- e.g. couples, singles, families, groups, differing ages

Select destinations:

- destination

- accommodation range

- travel options

- specific features e.g. local attractions, weather, activities, local culture, special occasion, sport, special interest

3 Know about factors that can impact on travel to worldwide destinations

Factors:

- extreme weather e.g. hurricanes, monsoon season

- health issues in destination e.g. pandemics, malaria, HIV

- safety e.g. terrorism, crime;

- unrest e.g. riots, war

- social conditions e.g. poverty in destination

- entry or exit requirements e.g. visas, vaccination certificates, departure tax

- world economy e.g. exchange rates, recession

- Foreign and Commonwealth Office (FCO) advice

Impact:

- E.g. negative publicity, FCO warnings, cancellation of holidays, unsafe to travel, disinclination to travel, prohibitive cost

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Information for delivery staff

Essential requirements

Learners will need access to atlases, holiday brochures, guide books and the internet.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced by engagement of local businesses/organisations.

Work experience or work placements could also be used to help learners develop understanding of worldwide destinations.

Delivery guidance

This unit makes learners aware of worldwide destinations that would be of benefit if they were entering the sector at an operational level. It can be delivered as a stand-alone unit and forms a natural progression for learners who have already completed *Unit 3: Understanding the Nature and Effects of World Travel, Unit 6: UK Tourism Destinations and Unit 7: European Holiday Destinations.*

For the purposes of this unit, worldwide destinations include those in the area east of the Urals and destinations in Africa, North America (including the Caribbean), South America, Asia and Australasia. Due to its political ties with Europe, Turkey should be included in *Unit 7: European Holiday Destinations*, rather than Unit 8. Destinations should be those that attract visitors from the UK and that are featured by tour operators targeting the UK market. A destination can be a significant town or city, a beach resort or area, an island or small group of islands, a named location or area of natural, cultural or historical significance or one that is renowned for a particular activity or adventure. Countries will usually contain a number of different types of destinations and should not be selected to represent a destination per se.

Learners will have gained an appreciation of worldwide travel as part of *Unit 3: Understanding the Nature and Effects of World Travel*. It would be useful to begin by recapping knowledge of continents and significant tourist-receiving countries and reinforcing the scope of destinations permissible as part of the unit.

Tutors should ensure that a good supply of worldwide holiday brochures and other guides, such as the *Columbus World Travel Guide*, are available for class activities, and that learners have access to an atlas. Internet access will be required for certain aspects of research, and Google Earth can be a valuable classroom resource.

Learners may benefit from a structured approach by investigating destinations firstly by holiday type. Using holiday brochures, atlases and the internet, class activities could be set to investigate destinations around the world for a specific holiday type.

For example, weddings and honeymoons are often featured in separate specialist brochures and have designated websites. Learners will be able to complete formative activities that will enable them to identify different types of destinations offering these types of holidays in various countries around the world. They will use brochures and the internet to find out facts and information about the destinations. Simple pen portraits could be set to prepare learners for assessment.

For variety, delivery could include DVDs, tutor input, quizzes and research activities on selected destinations, for example to introduce learners to historical and cultural destinations. More specialist types of destinations such as 'adventure' and the 'natural world' will also benefit from tutor input to stretch learners' imaginations and to help them appreciate the broad range of holidays on offer within these types of destinations around the world.

Role plays could be practised in class to ensure learners gain confidence when accessing information and make suitable choices of destinations for given scenarios. In order to prepare for higher grades, learners should be asked to justify their choice of destinations.

Many factors that impact on travel to worldwide destinations are topical and will be reported in the news, for example world economy, unrest overseas, health risks, hurricanes and other natural disasters. A large map placed in the classroom could be used to track specific events that occur during the delivery of the unit; suitable newspaper articles should be discussed in class, while a display board or the centre's virtual learning environment could be developed to record current factors. Visual displays of travel hot spots could be developed, for example showing areas of unrest, hurricane seasons, health risks and travel restrictions.

Activities using the FCO website should be set to investigate entry and exit requirements, health, climate, safety, unrest and social conditions. Learners could work in groups to research travel factors in different countries and link these to specific destinations.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit.
Using atlases to identify scope of unit, using blank maps to recap on continents and identification of main countries attracting visitors from the UK.
Brochure work, DVDs, articles and internet research to identify and locate destinations around the world attracting visitors for: ● history and culture ● beach relaxation ● weddings and honeymoons ● leisure and entertainment ● winter sports ● natural world, e.g. safaris ● adventure, e.g. trekking

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Topic and suggested assignments/activities/assessment
Assignment 1: Where in the World? (P1)
Feedback on assessment.
Responding to email or written enquiries and/or practising role plays using brochures and the internet to select holidays in worldwide destinations for specific customer requirements.
Assignment 2: Perfect Destinations! (P2, M1)
Feedback on assessment.
Introduction to factors affecting travel to worldwide destinations. Research activities using holiday brochures and the internet. Group work to examine travel factors for selected destinations using FCO website and creating visual displays. Discussions relating to the significance of different factors. Case studies showing impact of factors in preparation for higher grades.
Assignment 3: Be Prepared! (P3, M2, D1)
Feedback on assessment and unit review.

Assessment guidance

For the purpose of assessment, worldwide destinations in this unit are those that fall within the scope of the clarification given in the *Delivery* section for this unit.

P1

For P1, learners must identify at least two worldwide destinations for each of the seven listed types of holiday and accurately locate these on blank maps that have been provided by the tutor. Learners are allowed to use atlases in order to ensure locations are accurate. Maps should be appropriately labelled, for example using colour codes, to show clearly which two destinations have been selected for history and culture, beach relaxation, weddings and honeymoons, leisure and entertainment, winter sports, natural world and adventure. The destinations must span all listed continents across the entirety of the evidence (Africa, North America, South America, Asia, Australasia) and must include destinations in at least 10 different countries. For the purposes of this unit the Caribbean is included within the continent of North America. No destination may be used more than once. Tutors may wish to provide learners with a tracking sheet to ensure the destinations they have selected will meet these requirements.

P2, M1

For P2, learners must respond to two different scenarios. For each one they must select two destinations, each in a different continent, to meet specified customer needs. The best way to approach this is to produce pen portraits. To allow maximum choice a selection of pen portraits should be written, from which learners would choose two.

In each pen portrait the customer needs must be clear in terms of the type of customer and their requirements regarding preferred time of year, travel requirements (eg direct flights from London, a cruise around the destination, a combination of travel modes), preferred type and standard of accommodation. Their motivation for the trip should be clear, e.g. relaxation, activity, special occasion, special interest, sport. The pen portraits should also indicate specific considerations, for example weather, local attractions and things to do.

A typical scenario therefore would be a couple wanting to spend their honeymoon for two weeks in early April in luxury hotel surroundings in a sunny, relaxed and romantic beach location, with good water sports, ideally no more than 12 hours' flight time from London. Using holiday brochures and the internet, learners would select two destinations, each in a different continent, to meet these requirements and provide the customer with details of the destinations and information to show how each destination offers suitable travel options and accommodation range, and meets their specific considerations and motivations at that time of the year, i.e. as a relaxed, romantic honeymoon destination, with good weather and opportunities for water sports. Evidence could include, for example, details of one destination in the Maldives and another in St Lucia.

Another scenario might be a group of friends wanting to ski somewhere with good snow and suitable terrain for advanced skiers outside of Europe for two weeks in February, with good hotel accommodation and flying from London. Recommendations might include details of Banff, Canada and Hokkaido, Japan. Evidence would include details of the destinations and information about the travel options and accommodation range to meet specific considerations and motivations at that time of the year, i.e. expected snow conditions, ski runs for advanced skiers.

Evidence may take a number of formats, for example role plays with customers, presentations, articles, displays, written proposals or a combination of these. Proposals must be written up in learners' own words and be supported by computer printouts, screenshots, brochure pages etc.

If role plays are used, these must be evidenced by detailed observation records stating clearly how the learner has met the assessment requirements and they should also be supported by computer printouts, screenshots, brochure pages etc. to support the choice of destinations. Observation records must be signed and dated by the assessor and learner and, together with the supporting documentation, be sufficiently detailed to enable others to make a judgement as to whether the evidence meets the criterion.

In order to achieve M1, learners must justify their choice of the two destinations selected for each scenario and explain how the destinations will meet the customer's needs. For example, in the case of the honeymoon scenario, the justification would include an explanation and evidence that the destinations chosen are suitable for the occasion, that the weather would be suitable for a beach location at that time of the year, that the destination offers water sports activities and that the travel options and accommodation range would be suitable for those customers' needs.

P3, M2, D1

For P3, learners must describe the factors that can impact on worldwide travel. The description must include all factors listed in the unit content and learners should support the descriptions of each factor with at least one specific example of a destination that has been affected, for example protests and riots affected travel to Bangkok in 2009. Examples must be from within the last five years.

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In order to achieve M2, learners must explain how travel factors impact on travel to one worldwide destination. Learners should be supported to choose the destination carefully to facilitate the explanation and should include all factors that are relevant to that destination.

For D1, learners must select two factors that they feel are particularly significant in terms of affecting travel to destinations beyond Europe, for example the impact of extreme climatic conditions and safety issues. Using examples from the last five years they should assess the impact of the chosen factors on travel to worldwide destinations.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1	Where in the World?	Learners take part in travel consultant scenarios to identify and locate worldwide destinations for specific types of holidays.	Map work.
P2 M1	Perfect Destinations!	Learners take part in travel consultant scenarios to select worldwide destinations to meet specific customer requirements.	Role plays and/or written proposals (P2). Justification of proposals (M1).
P3 M2 D1	Be Prepared!	Learners take part in travel consultant scenarios to describe factors that impact on travel to worldwide destinations, with relevant examples.	Written guide for travellers (P3). Supplementary written guide explaining factors relevant to one destination (M2). Short presentation on the impact of two factors on travel to worldwide travel destinations (D1).

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Recommending a Package Holiday	Understanding the Nature and Effects of World Travel	Long-haul Travel Destinations
	Development of the UK Travel and Tourism Sector	
	Developing Customer Service Skills in Travel and Tourism	
	UK Tourism Destinations	
	European Holiday Destinations	

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Suggested resources

Books

Boniface B and Cooper C – *Worldwide Destinations: Geography of Travel and Tourism* (Butterworth- Heinemann, 2004) ISBN 9780750659970

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

World Travel Atlas, Tenth Edition (Columbus Publishing, 2006) ISBN 9781902221939

Websites (*Relevant websites applicable to learner's home country*)

www.australia.com	Australia's official tourism website
www.balesworldwide.com	Bales tour operator
www.crystalski.co.uk	Crystal tour operator
earth.google.com	Google Earth
www.lizardpoint.com/fun/geoquiz	Travel geography quiz
www.exodus.co.uk	Exodus Holidays adventure tour operator
www.explore.co.uk	Explore Worldwide adventure tour operator
www.fco.gov.uk	Foreign and Commonwealth Office
www.kuoni.com	Kuoni tour operator
www.magicalkenya.com	Kenya Tourist Board
www.multimap.com	Online atlas
www.incredibleindia.org	India Tourist Board
www.peru-info.com	Peru Tourist Board
www.worldtravelguide.net	Columbus World Travel Guide

Unit 9:   Holiday Planning

Level: **SRF Level 2**

Notional Learning Hours: **50**

Unit value: **5**

SRF unit code: **30798H**

This unit is internally assessed

Unit aim

The aim of this practical unit is to develop learners' skills when using different sources of information to plan journeys and to propose suitable holidays to meet specific customer needs.

Unit introduction

For most people 'travel and tourism' conjures up images of holidays and travelling away from home and indeed many jobs in the travel and tourism sector involve holiday planning. Learners will develop competence when using different sources to plan travel and holiday arrangements. This is an essential skill, requiring accuracy and attention to detail.

In this unit learners will be introduced to reference materials and different sources of information to enable them to plan simple journeys using different methods of transport. They will compare different methods for cost and convenience.

Holiday brochures are used extensively to promote holidays, particularly outside the learner's home country. Learners will develop skills to assist them in using brochures to select suitable holidays and to calculate holiday prices. Technology has had a significant impact on the way many people now book their holidays. As part of the unit learners will also respond to customer holiday requirements using different web-based organisers and suppliers, as well as more traditional holiday brochures. They will assess the advantages and disadvantages of the different methods used.

Finally, the unit will widen learners' appreciation of the importance of checking and understanding travel requirements and they will research and provide essential information for travellers.

This practical unit builds on the knowledge gained in Units 6, 7 and 8 and will be beneficial to learners aspiring to work in retail travel, transport operations or tour operating.

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Outcomes of learning

On completion of this unit a learner should:

1   Be able to plan journeys within the learner's home country

2   Be able to use different sources to select and cost holidays outside the learner's home country

3   Be able to provide information and advice to customers travelling to an overseas holiday destination.

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 use different sources of information to plan simple journeys in the learner's home country by rail, coach, air and car.	**M1** compare simple journeys in the learner's home country in terms of time, cost and convenience.	
P2 use holiday brochures to select and cost an overseas package holiday to meet a given customer brief.	**M2** explain how the selected holidays meet the customer brief.	**D1** work independently to select and cost holidays, presenting the information coherently and accurately.
P3 use the internet to select the best value overseas package holiday to meet a given customer brief.		
P4 independently put together and cost individual components to create an overseas holiday to meet a given customer brief.		
P5 provide information and advice to customers travelling to an overseas destination.		

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Unit content

1 Be able to plan journeys within the learner's home country

Journeys:

- by rail

- by air

- by coach

- by car

- cost

- convenience

- time

Sources of information:

- e.g. paper-based timetables, websites

2 Be able to use different sources to select and cost holidays outside the learner's home country

Different sources:

- paper-based tour operator brochures

- web-based travel retailers e.g. Expedia

- tour operator websites

- websites for individual components e.g. airlines, ferries, accommodation, insurance, transfers, car hire

Customer brief:

- type of customer e.g. family, young people, retired people

- party size

- budget

- dates

- destination

- travel requirements e.g. transport, UK departure point

- type of accommodation

- room requirements e.g. twin, single; extras e.g. sea view, regional flights, meals

- other components e.g. transfers, insurance, car hire

Select and cost a package holiday using a tour operator's brochure:

- transport

- accommodation

- applying supplements or discounts e.g. regional flights, taxes, under-occupancy, meals, sea views, superior accommodation, child discounts, group discounts

- ancillary products and services e.g. insurance, car hire, car parking, transfers

Select a package holiday using web-based travel companies:

- compare prices for best value

- transport

- transfers

- accommodation

- extras e.g. sea views, regional flights, meals

- ancillary products and services e.g. insurance, car hire, car parking

Independently put together and cost a holiday using individual components:

- transport

- transfers

- accommodation

- extras e.g. sea views, regional flights, meals; ancillary products and services e.g. insurance, car hire, car parking

3 Be able to provide information and advice to customers travelling to an overseas holiday destination

Pre-holiday travel information and advice:

- travel documentation e.g. tickets, e-tickets, driving licence, booking references, accommodation vouchers

- insurance e.g. personal, own vehicle

- travel health e.g. European Health Insurance Card (EHIC), vaccinations

- currency e.g. currency exchange, credit and debit cards, travellers' cheques

- other e.g. phone cards, international roaming for mobile phones

Travel information:

- check-in times

- restricted goods

- baggage allowances

- amendment and cancellation policy

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Information for delivery staff

Essential requirements

Learners must have access to timetables, holiday brochures and the internet to carry out essential research for the assessment of this unit.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced by engagement of local businesses/organisations.

Work experience or work placements could also be used to help learners develop understanding of destinations.

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

- TT08 Research travel and destination information
- TT19 Help customers to choose and book travel services.

Delivery guidance

This is a practical unit to help learners become proficient when using timetables, brochures and websites for the purpose of planning journeys and selecting holiday arrangements. It is essential that tutors have available a supply of brochures, timetables and other resources for class activities and for assessment.

A simple introduction to motorway, rail and coach networks and UK airports would be useful prior to carrying out activities to plan journeys within the UK. Learners should access as many different sources as possible to research journey options in response to given requirements. Discussions on the cost and convenience and duration of different methods of transport will help to prepare learners working towards higher grades.

Learners are required to use brochures to select and cost an overseas holiday to meet specific customer needs in terms of dates, location, type of destination, budget, transport, accommodation and interests. Learners should be provided with case studies and opportunities for role play to develop their ability to research, recommend and cost holidays to meet specific customer needs. Examples should be varied, enabling learners to use holiday brochures to become familiar with pricing and product considerations for typical air and self-drive package holidays, including applying discounts and supplements. Some brochures are difficult to use and short tests based on specific brochures could be devised to help learners become familiar with the way brochures work and how to calculate holiday costs. It would be beneficial to tutors if class supplies of recently out-of-date brochures could be sourced from a travel agent. Specific activities to address more complex holiday costings should be organised, e.g. applying under-occupancy supplements. Learners should be given plenty of opportunities to calculate total holiday prices using information from holiday brochures. If all learners are given the same pen portraits it is easier to then work through these together as a class to confirm accuracy.

A variety of pen portraits, practical role play and research activities could be developed to enable learners to select package holidays and all the elements of a holiday using web-based organisations like Expedia. Learners should access the same holiday via tour operators' online sites. Using the internet, learners should also plan and cost holidays based on independent arrangements.

Learners should keep a record of their research activities in order to be able to compare the different methods.

The final outcome requires learners to consider some of the essential information they would need when travelling to Europe. Terms and conditions of various carriers should be examined to identify differences such as check-in times and cancellation policies. This will highlight some key differences between carriers and learners should be encouraged to consider how this might affect customer choice. They should examine the difference between holiday insurance and the European Health Insurance Card using relevant policies and leaflets.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit.
Planning UK journeys by rail, air, coach – input and activities using timetables.
Planning UK journeys by car – input and activities – using atlases and online route planning. Discussing cost and convenience of different methods. Making comparisons.
Assignment 1: Journey Planning (P1, M1) Feedback on assessment.
Activities to use holiday brochures. Pen portraits to select and cost package holidays by air and ferry using brochures.
Using web-based travel organisers. Pen portraits to select package holidays using web-based travel organisers.
Using websites to select individual holiday components. Pen portraits to put together holidays using individual components.
Assignment 2: Holiday Time (P2, P3, P4, M2, D1) Feedback on assessment.
Activities to use booking conditions, locate pre-travel information, EHIC etc.
Assignment 3: What you Need to Know (P5) Feedback on assessment and unit review.

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Assessment guidance

P1, M1

For P1 learners must use appropriate sources of information to plan simple journeys in their home country by rail, coach, air and car for a selected traveller or travellers. Learners must plan journeys between the same two destinations by rail, coach, air and car. Tutors should select carefully the type of traveller, destinations and dates to ensure that learners can plan relatively straight-forward journeys by air, rail, coach and car. For example, learners could be asked to plan journeys for a family of four (two adults, two children aged 10 and 12) from Leeds wanting to take a holiday in Newquay on given dates. Learners would carry out research to find details of outward and return journeys by air from the nearest airport, by rail, by coach and also by car. If there is a choice of routes or times, learners should suggest the most suitable journeys in terms of cost, time and convenience for the traveller. Learners would be expected to take advantage of railcards or other reductions where they are available and favourable to the specified type of traveller. As evidence learners should provide a full breakdown of the journeys, including service provider, times, costs, departure and arrival points, changes etc. Supporting evidence should be provided in the form of printouts, timetables, screenshots, website URLs etc.

For M1 learners must compare the proposed journeys, making judgements relating to convenience, cost and time for the selected traveller or travellers. When assessing convenience learners must take into account aspects such as check-in times for flights and also that many airports are some distance from destinations.

P2, P3, P4, M2, D1

For P2, P3 and P4, learners should select and cost holidays from their home country to meet specific customer requirements. It is acceptable for the same customer brief to be used for P2, P3 and P4. However, if tutors prefer, a different brief can be given for each criterion and this would expand learners' knowledge of different methods of travel and different destinations. All customer briefs should cover the full range of items listed in the content: type of customer, party size, budget, dates, destination, travel requirements, type of accommodation, room requirements, extras and other components.

For P2, learners should be presented with a customer brief for selecting and costing a package holiday using brochures. The brief must provide learners with the opportunity to select suitable accommodation and transport, apply at least one supplement or discount, and add at least one ancillary product or service. Learners will use suitable brochures to find a holiday to meet the customer's requirements and will have to locate all costs in the brochure, adding supplements etc. to find the selling price. Learners must submit a full written breakdown of the selected package holiday, showing their calculations and supporting these with relevant brochure pages marked up to show supplements, flight details, ancillary products etc.

For P3, learners should be presented with a customer brief that requires them to use at least two different web-based travel organisers, for example Expedia and a tour operator's online reservation system, to meet the customer's holiday requirements. The brief must provide learners with the opportunity to select suitable accommodation, transport and transfers, add extras and add at least one ancillary product or service. The final package cost will be calculated for the learner online.

They must submit two separate proposals to meet the same requirements, using two web-based holiday package organisers. Learners must submit a full written breakdown of the selected package holidays and support these with screenshots or printouts to confirm costs and all arrangements. All website URLs should be clearly shown. From the two holidays proposed, learners must select the one that offers the best value for the customer's needs. This might not necessarily be the cheapest option, but might better match the customer's stated requirements. If the learner cannot find exactly the right package online, they should find the closest alternatives in terms of dates, transport arrangements, accommodation, extras and ancillary products.

For P4, learners must use the internet to independently select and cost individual components to put together a holiday for a given customer brief. This will involve using airline or ferry websites to select and cost journeys, accommodation websites to select and cost accommodation, and other specialist websites to select and cost other components such as insurance and transfers. Learners must submit a full written breakdown of the selected holiday and the total price, and support this with screenshots or printouts to confirm costs of individual components and all arrangements. All URLs should be clearly shown.

A typical scenario for P2, P3 or P4 could be a middle-aged couple wanting to book an autumn holiday in Paphos, Cyprus for the first two weeks in October, flying from Manchester Airport (possible regional flight supplement), staying in a beachfront four-star hotel with a sea view and on a bed and breakfast basis (possible sea view supplement), transfers between the airport and hotel and taking tour operator's insurance. Other scenarios could be created to guide learners to different types of customers, different transport, e.g. ferry plus self-drive, different accommodation, for example an apartment or mobile home and different additional products and services. Scenarios could be used in conjunction with *Unit 7: European Holiday Destinations* and *Unit 8: Worldwide Holiday Destinations*.

In order to achieve M2, learners should explain how the holidays selected for P2, P3 and P4 meet the customer brief. They will need to justify the selections they have made. This could be presented orally in a role-play situation in conjunction with *Unit 5: Developing Customer Service Skills in Travel and Tourism*.

Evidence produced orally needs to be supported by comprehensive observation sheets from the assessor. Observation sheets must demonstrate which pass, merit and distinction criteria learners have achieved. Ideally, they will include unit content that can be ticked and a box for the assessor's comments justifying their decision. Any other materials used by the learner, e.g. preparatory notes, brochures, printouts etc., should also be included. Oral presentations can be recorded on video or audio tape in order to aid assessment but recordings should be used only to support observation sheets, not to replace them.

To achieve D1, learners must work independently to select and cost holidays according to requirements, as set out by the assignment brief. The information must be presented coherently and accurately.

P5

P5 should ideally be linked to one of the scenarios for P2, P3 or P4. Learners must provide information and advice that will facilitate the traveller's planning for their holiday by confirming travel documentation required, insurance, travel health, currency and other details such as taking a mobile phone abroad.

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They must also provide accurate travel information based on the terms and conditions of the suppliers used, including check-in times, restricted goods, baggage allowances if appropriate, amendment and cancellation policy.

This information could be presented verbally to a customer in a customer service situation or be written up as pre-holiday travel information in a business-like format. Verbal evidence should be supported by comprehensive observation sheets detailing exactly how the evidence meets the criterion.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Journey Planning.	You are working in an independent travel agency dealing with customers' holiday and travel enquiries.	Journey proposals and supporting evidence.
P2, P3, P4, M2, D1	Holiday Time.	You are working in an independent travel agency dealing with customers' holiday and travel enquiries.	Create an itinerary and costings.
P5	What you Need to Know.	You are working in an independent travel agency dealing with customers' holiday and travel enquiries.	Written travel information or role play.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Recommending a Package Holiday	Developing Customer Service Skills in Travel and Tourism	Retail Travel Operations
	UK Tourism Destinations	
	European Holiday Destinations	
	Worldwide Holiday Destinations	

Suggested resources

Books

BTEC First Travel Atlas (Columbus, 2006) ISBN 9781846900051

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

Websites (*Relevant websites applicable to learner's home country*)

www.baa.com	British Airport Association
www.directferries.co.uk	Direct Ferries – schedules
www.expedia.co.uk	Expedia
www.firstchoice.co.uk	First Choice Holidays tour operator
www.mapsofworld.com	Country maps
www.metofficegov.uk/education/teachers	Met Office education
www.multimap.com	Online atlas
www.nationalexpress.com	National Express
route.rac.co.uk	RAC Route Planner
www.thetrainline.co.uk	Rail schedules and prices
www.thomascook.com	Thomas Cook tour operator
www.thomson.co.uk	Thomson tour operator
www.worldtimezones.com	World Time Zones
www.worldtravelguide.net	Columbus World Travel Guide

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Unit 10: Exploring Marketing in Travel and Tourism

Level:	**SRF Level 2**
Notional Learning Hours:	**100**
Unit value:	**10**
SRF unit code:	**30799H**

This unit is internally assessed

Unit aim

The aim of this unit is to enable learners to understand the principles of marketing and the key functions that fall within the scope of marketing. Skills will be developed through practical marketing activities to research and promote the travel and tourism product.

Unit introduction

In today's highly competitive business environment, effective marketing is an essential activity of successful travel and tourism organisations. It is a key method of communication between an organisation and its existing and potential customers. Learners will explore how the basic principles of marketing are used by travel and tourism organisations to retain customers and remain competitive in the travel and tourism sector.

This unit develops knowledge and understanding of the principles of marketing travel and tourism organisations. Learners will make the link between travel and tourism organisations, their products and services, and how they are developed to meet the needs of specific target markets. This could be in terms of age, gender, ethnicity, socio-economic group or family circumstances.

Market research is an essential marketing activity for travel and tourism organisations. This unit will develop learners' market research skills in designing, carrying out and evaluating a piece of market research. This will bring to life the practical application of market research techniques. Learners will develop an understanding of the need to use market research to develop new products and services.

The last part of the unit draws together the knowledge and understanding of the marketing process and requires the learner to consider the most visible aspect of marketing: promotional material. Learners will be required to use their flair and creativity to produce a piece of marketing material suitable for a travel or tourism context and a selected target market.

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Outcomes of learning

On completion of this unit a learner should:

1   Understand the principles of marketing in the travel and tourism sector

2   Know how travel and tourism organisations provide a range of products and services to meet the needs of different types of customers

3   Be able to design and use market research to meet specific objectives

4   Be able to produce promotional material suitable for use in travel and tourism.

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 explain the principles of marketing used by travel and tourism organisations to meet marketing objectives.	**M1** review how the principles of marketing are used by selected travel and tourism organisations to meet marketing objectives.	
P2 describe how the products and services of one travel or tourism organisation are provided to meet the needs of different types of customers.		
P3 use secondary research to meet specific objectives.	**M2** explain the appropriateness of the primary market research in relation to the specific objectives.	**D1** draw conclusions from the results of primary market research and make recommendations based on the conclusions.
P4 design, use and evaluate primary market research in a travel and tourism context to meet specific objectives.		
P5 produce a piece of promotional material to meet specific objectives in a travel and tourism context, justifying the choice and design.	**M3** show creativity and originality in the choice and design of a piece of promotional material, explaining how it meets objectives.	**D2** critically assess how the promotional material attracts the target audience using AIDA, making recommendations for improvement.

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Unit content

1 Understand the principles of marketing in the travel and tourism sector

Principles of marketing:

- introduction to the marketing mix (price, product, place, promotion)
- introduction to the concept of target marketing
- market segmentation e.g. demography, geography, behaviour, socio-economic

Marketing objectives:

- raise awareness
- increase market share
- increase profits
- challenge competitors
- inform product development
- introduce new products
- target new customers
- retain existing customers
- branding

2 Know how travel and tourism organisations provide a range of products and services to meet the needs of different types of customers

Types of customers:

- by segment e.g. socio-economic group, age, lifestyle and family circumstances, groups, ethnic groups, religious groups
- by needs e.g. families with children, lone travellers, special interest

Travel and tourism products:

- e.g. package holidays, accommodation, tourist attractions, transport

Services:

- customer services e.g. room services
- additional services e.g. pre-allocated seats, VIP lounge
- services to meet specific needs e.g. kids' clubs, special meals

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3 Be able to design and use market research to meet specific objectives

Market research objectives:

- e.g. identification of customers, identification of customer needs, to inform product development, to measure customer satisfaction, to target new and existing products to customers

Types of market research:

- primary e.g. questionnaires and surveys, focus groups, observations
- secondary e.g. sales data, government statistics, publications, professional associations, trade journals

Using market research:

- summarising findings
- drawing conclusions
- evaluating

4 Be able to produce promotional material suitable for use in travel and tourism

Objectives:

- e.g. raise awareness, increase market share, increase profits, challenge competitors, introduce new products, target new customers, retain existing customers

Produce promotional material:

- choice of promotional technique e.g. radio advertisement, magazine advertisement, window or in-store display, webpage, competition, direct mail, press release
- design based on AIDA (Attention, Interest, Desire, Action)

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Information for delivery staff

Essential requirements

Learners must have access to promotional materials used in the travel and tourism sector, for example press releases, brochures, direct mail letters and competitions. They also need access to technology or materials for promotion design.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or by enabling visits and providing guest speakers. They could also help to design assessment tasks.

Employers may be willing to allow learners to carry put simple market research activities on their behalf. Talks from marketing personnel from travel and tourism organisations would be useful to support delivery of the unit.

Work experience or work placements could also be used to help learners to develop their understanding of marketing activities.

This unit links to following units of the National Occupational Standards in Travel and Tourism at Level 2:

- TT05 Set up and maintain promotional displays
- TT13 Sell tourism related products and services.

Delivery guidance

This unit introduces learners to the concept of travel and tourism marketing. Tutors may wish to link this unit to others in the qualification such as *Unit 13: Organising a Travel and Tourism Study* Visit where learners could do market research and produce marketing materials for a real project that they are working on.

The teaching could begin by examining the marketing mix and looking at the ways in which the elements of the marketing mix are applied to different travel and tourism products and services. Learners could discuss the importance of organisations' objectives and how they form the basis of marketing objectives. This should be related across different types of travel or tourism organisations so that learners can see how they vary in comparison, for example a tourist information centre and an airline, or a hotel and a tourist board.

Most learners will have an awareness of market segmentation and the different methods of segmentation should be discussed. This should relate to different types of travel or tourism organisations. Mind mapping will help learners recognise that there is a range of different types of products and services and discussions should be encouraged to help learners recognise that different products and services have been developed to meet the needs of different customers. Authentic promotional material, e.g. brochures, posters and advertisements, should be examined to help see how organisations attempt to attract their target market.

Market research should be introduced and learners should appreciate its importance in identifying customer needs. This topic, and the topic of looking at the production of marketing materials, could be based on a scenario given by the teacher, a project given by a real travel or tourism organisation, or based on a real event or trip that learners are planning.

Learners should review different types of questionnaires (related to market research) to help them develop their own piece of market research. Learners could be introduced to some secondary research that is relevant to travel and tourism organisations including government statistics from the Office for National Statistics (ONS), the General Household Survey and Family Expenditure Survey, professional organisations such as the Travel Association (ABTA), and trade journals such as Travel Weekly and Travel Trade Gazette.

Learners will benefit from visits to travel or tourism organisations or guest speakers from marketing personnel to help them see that marketing activities take place in all travel and tourism organisations.

Learners should have the opportunity to examine promotional materials such as mailshots, brochures, leaflets and posters. Researching on the internet, watching TV advertisements, extracts of TV travel channels (Sky Travel, TV Travel Shop and Thomas Cook TV), travel programmes, or listening to radio advertisements can be used to consider the importance of using the correct promotional technique. Discussion can also take place about the effectiveness of the promotional materials in reaching the target market. Practical group-based tasks, case studies and activities, covering the range given in the content, should be devised to allow learners to put their skills into practice. Learners should be encouraged to be original and use their creativity when producing promotional materials.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to marketing and overview of the unit.
Introduction to the principles of marketing and marketing objectives. Activities to apply these to travel and tourism organisations.
Introduction to the concept of the marketing mix. Case studies or research into the marketing mix in travel and tourism organisations.
Introduction to the different methods of market segmentation. Mind mapping linked to travel and tourism.
Introduction to the concept of target marketing and case studies.
Mind mapping to identify customer needs in relation to products and services. Visit to travel and tourism organisation to identify products and services.

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Topic and suggested assignments/activities/assessment
Assignment 1: Understanding Marketing (P1, P2, M1)
Feedback on assessment.
Identifying different types and methods of market research for different purposes. Locating and reviewing examples of primary and secondary research. Case study using secondary research.
Assignment 2: Market Research in Action (P3, P4, M2, D1)
Feedback on assessment.
Introduction to questionnaire design, focus groups. Formative class activities to design a market research questionnaire.
Assignment 2: Market Research in Action
Feedback on assessment.
Identifying and researching examples of different methods of promotional materials in travel and tourism. Reviewing good practices in promotional materials – AIDA. Formative activities to produce draft promotional materials.
Assignment 3: Promoting the Product (P5, M3, D2)
Feedback on assessment and unit review.

Assessment guidance

Assessment could focus on specific real or simulated travel or tourism organisations using case studies or be related to a specific event being planned by the learner. Research and information gathering contributing towards the assessment criteria could be carried out in class time. Information gathered from a visit to a travel or tourism organisation or a guest speaker could be used throughout the assessment.

P1, P2, M1

For P1, learners have to explain the principles of marketing used by travel and tourism organisations, including the marketing mix, target marketing and market segmentation. The explanation may be in general terms but this must be supported by examples from the travel and tourism sector. In explaining the marketing principles, learners should refer to all the marketing objectives given, although this can be in general terms. Learners could present the information in written format or as a presentation using visual aids or PowerPoint.

To achieve P2, learners have to describe the products and services of one travel or tourism organisation. The description should relate to how different products and services are targeted to meet the needs of different types of customers. This might include how an organisation has modified its products and services to meet the needs of different types of customers. Tutors should give learners guidance on the organisation they select, as it should present the opportunity to look at a full range of customer types as specified in the unit content section.

For M1, learners should review how the principles of marketing are used by travel and tourism organisations to meet specific objectives such as increased sales and raised awareness. Crucially, learners should be able to say why certain marketing principles are adopted to meet the objectives of specific organisations. For instance, learners could describe how market segmentation is used by a tour operator that has launched a new golfing breaks brochure by sending mailshots to people who have recently retired. Learners should be encouraged to use examples from travel and tourism organisations to illustrate their point where necessary; however, answers should not just be a list of examples.

P3, P4, M2, D1

For P3, learners must access and use some secondary research in order to meet specific objectives. For example if a visit is being planned to a specific destination, learners could use secondary research data to find out about visitor statistics, visitor profiles etc. The evidence presented would show that they have been able to interpret the secondary data and use it for a specified purpose. P3 does not have to be linked to P4, although it could be more relevant to learners if it can be linked in some way.

To achieve P4, learners must select, design and use a suitable type of primary market research to meet specific objectives in a travel and tourism context. This could be a specific travel or tourism organisation either as a work-related assignment or a simulation, or as a project that the learner is involved in such as the planning of a study visit. If *Unit 13: Organising a Travel and Tourism Study* Visit is being taught, learners could use market research to inform the planning of the visit.

Learners will need to use the market research materials themselves by engaging in field research, for example they could design and use a questionnaire to find out basic customer demographics, current needs and opportunities for further product development. The market research could be carried out as a group activity but each learner must present their own individual evidence in terms of the design and processing of the results. At pass level, learners will need to summarise and draw conclusions based on the findings of the research. This is likely to be in written format, although it could be presented as an oral presentation. Learners should be encouraged to use graphs, charts and tables to present their findings, if appropriate.

For M2, learners should explain the appropriateness of the market research activity for the stated objectives. They should explain why they have chosen the specific method used. They could assess the advantages and disadvantages of the selected research method and by drawing conclusions based on the success of the selected research method. For example, if a questionnaire was being used to find out about customer needs, learners could investigate how suitable the questions were in establishing those needs.

For D1, learners need to draw conclusions from the findings of the primary market research and use these to make recommendations. The recommendations will vary depending on the objectives of the research. For example if the main objective of the research was to canvas opinion about a proposed trip (for example to find out about preferred destinations, cost, duration etc. for a school or college trip), conclusions would be drawn from the responses and then the recommendations for the trip would follow through from those conclusions. If, however, the market research was to gauge satisfaction levels at a hotel, conclusions would highlight satisfaction levels and areas for improvement, and the recommendations would be based on those conclusions. This could be in relation to improving or changing existing products and

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services for customers. Recommendations should be appropriate for the organisation and context in which it is set. For instance, learners may conclude that customers of a hotel do not use the restaurant because it has a limited menu. They may suggest a new menu that would better suit the needs of the customers and hence make the hotel restaurant more appealing.

P5, M3, D2

For P5, learners need to produce a piece of promotional material to meet specific objectives in a travel and tourism context. The material could be any from the lists given in the unit content, or any other suitable format, and may be a one-off, such as a poster, or a series of promotions, such as special offers. At this level, the promotional material should show some links to the objectives of a marketing campaign and to the target group, but may not fit entirely. Learners must justify the choice of promotional technique and design.

In order to achieve M3, this material should show creativity and some originality in the choice of technique and design. There are a number of materials that can be used, however learners should not be penalised if they do not have artistic skills as long as they represent their ideas in an articulate way. Learners should explain how the choice and design meet objectives.

For D2, learners need to be critical in their assessment of the design of the promotional material, using the AIDA principle to assess how it attracts attention, creates interest, stimulates desire for the product and leads the audience towards action. Learners must make suggestions for how this might be improved. The promotional material could be compared to other similar materials produced by similar organisations to demonstrate areas for improvement. This could be presented in written or oral format.

Evidence produced orally needs to be supported by comprehensive observation sheets from the assessor. Observation sheets must demonstrate which pass, merit and distinction criteria learners have achieved. Ideally, they will include unit content that can be ticked and a box for the assessor's comments justifying their decision and confirming how the criteria have been met. Any other materials used by the learner, e.g. preparatory notes or visual aids, should also be included. Oral presentations can be recorded on video or audio tape in order to aid assessment but recordings should be used only to support observation sheets, not to replace them.

Where learners have generated evidence in the workplace, a witness statement should be provided by the employer which can then be included with the assessor's observation sheet.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Understanding Marketing.	You have just started work as a marketing assistant and have been asked to examine marketing principles in relation to marketing objectives, and investigate products and services of a travel and tourism organisation.	Presentation or written report. Review of products and services of a selected organisation to meet customer needs.
P3, P4, M2, D1	Market Research in Action.	Learners use secondary research. Design, carry out and evaluate a primary market research activity on behalf of a travel and tourism organisation.	Using secondary research. Practical market research activity and evaluation.
P5, M3, D2	Promoting the Product.	Learners carry out a promotional activity on behalf of a travel and tourism organisation.	Practical promotional activity and assessment.

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Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Planning a Trip to a Visitor Attraction	Understanding Customer Service in Travel and Tourism	Residential Study Visit in Travel and Tourism
	Organising a Travel and Tourism Study Visit	

Suggested resources

Books

Brassington F and Pettitt S – *Principles of Marketing, 4th Edition* (FT Prentice Hall 2006) ISBN 9781405846349

Carter R, Beadard F and World Tourism Organization – *E-Business for Tourism: Practical Guidelines for Tourism Destinations and Businesses* (World Tourism Organization, 2001) ISBN 9284404592

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

Laws E – *Tourism Marketing: Service and Quality Management Perspectives* (Stanley Thornes, 1991) ISBN 9780748704286

World Tourism Organization – *Handbook on Tourism Market Segmentation: Maximising Marketing Effectiveness* (World Tourism Organization, 2007) ISBN 9284412072

World Tourism Organization – *Marketing Tourism Destinations Online: Strategies for the Information Age* (World Tourism Organization, 1999) ISBN 9284403286

Journals

Marketing – Haymarket Media Group

Marketing Week – Centaur Media

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Websites (*Relevant websites applicable to learner's home country*)

www.bized.co.uk	Biz/ed
www.bha.org.uk	British Hospitality Association
www.enjoyengland.com	Enjoy England
www.goskills.org	GoSkills – Sector Skills Council for Passenger Transport
www.springboarduk.org.uk	Springboard UK
www.ttglive.com	Travel Trade Gazette
www.u-xplore.com	u-xplore – Interactive Media Education
www.visitbritain.com	VisitBritain

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Unit 11: Preparing for Employment in Travel and Tourism

Level:	**SRF Level 2**
Notional Learning Hours:	**50**
Unit value:	**5**
SRF unit code:	**30800H**
This unit is internally assessed	

Unit aim

The aim of this unit is to prepare learners for employment in the travel and tourism sector. They will identify potential entry points and opportunities for career progression, and will develop skills to support them in the job application process.

Unit introduction

This unit will provide learners with the opportunity to investigate the broad range of job roles and career opportunities available within the travel and tourism sector. They will examine entry requirements and progression routes, then review selected jobs in some detail to appreciate the skills and qualities needed to carry out the duties associated with specific job roles.

There is great demand for jobs in travel and tourism so learners must be prepared to give their very best in the job application process in order to stay ahead of the competition. The unit will give learners the opportunity to appreciate and participate in the processes related to job applications within the travel and tourism sector in preparation for employment. They will develop their CVs and other documentation that will contribute to their success in the pre-selection process, and will learn about and participate in different types of interviews.

The unit will benefit all learners hoping to progress into employment and will also be useful for learners seeking part-time employment or work experience whilst continuing their studies.

Outcomes of learning

On completion of this unit a learner should:

1   Know about career opportunities in the travel and tourism sector

2   Be able to undergo a job application process for the travel and tourism sector.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify career opportunities within different organisations in the travel and tourism sector.	**M1** for two selected job roles compare opportunities for further progression.	
P2 describe entry requirements, progression routes, duties and responsibilities for two jobs in the travel and tourism sector.		
P3 complete documentation as part of the job application process.	**M2** explain how a CV, application form and interview could contribute to gaining employment.	**D1** demonstrate good practice and consistently project a positive image throughout all stages of the job application process.
P4 prepare for interview.		
P5 use interview skills as part of the job application process.		

Unit content

1 Know about career opportunities in the travel and tourism sector

Travel and tourism organisations:

- E.g. travel agents, tour operators (head office and overseas), airlines, accommodation providers, visitor attractions, other passenger transport operators

- career opportunities

Entry requirements:

- person specifications

- skills required e.g. customer service skills, presentation skills, teamwork

- personal qualities required e.g. reliability, personal presentation, commitment, flexibility

- qualifications

- experience required

Job roles:

- job descriptions

- duties and responsibilities in relation to all aspects of the job e.g. administration, processing bookings, serving food and drink, customer service

Career progression:

- career progression paths within or outside employing organisations

2 Be able to undergo a job application process for the travel and tourism sector

Documents:

- CV

- application forms

- letters e.g. speculative letters, letters of acceptance/decline

- appropriate content and format

- use of technology

Interview/selection methods:

- individual interviews

- group interviews

- telephone pre-selection

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Preparation for interview:

- company knowledge
- knowledge of job
- dress code
- personal appearance

Interview skills:

- body language
- social skills
- personal skills
- peer interaction
- active listening
- responding to questions
- asking questions
- participation in activities

Information for delivery staff

Essential requirements

Learners must have access to computers and the internet for research and production of CVs. Real job application forms will be required.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced with engagement of local businesses/organisations. Talks from recruitment personnel from travel and tourism organisations would be useful to support delivery of the unit.

Work experience or work placements could also be used to help learners develop understanding of recruitment processes.

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

● TT06 Give customers a positive impression of yourself and your organisation

● TT49 Build and maintain face-to-face relationships with customers.

Delivery guidance

The focus of this unit is for learners to explore a range of career opportunities and job roles and to prepare for employment through participation in the job application process.

To do this, learners must first research and investigate job roles and career opportunities as specified in the unit content. There is a wide range of sources of information including general career websites, travel and tourism organisations' websites, careers publications, travel trade press and careers advice organisations such as Connexions. Research using search engines and key words will enable learners to access many alternative sources of information. Learners should compare person specifications and job descriptions for different jobs to support their knowledge of entry requirements, duties and responsibilities.

It would be beneficial for learners to hear first-hand from employees in the sector about their role and career aspirations. It is suggested that tutors invite visiting speakers from a range of organisations to meet the group. These could include travel agents, tour guides, air cabin crew, passenger handling agents and overseas representatives. To help with assessment, it is suggested that visits to larger organisations such as tour operators and hotels will enable learners to explore career opportunities, both directly from the course and those in the future.

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Some group work when carrying out the research into job roles and career opportunities would develop group-working skills. Oral presentation of some of the information will develop communication skills. Learners could produce posters and class displays to show different jobs and career opportunities in different industries and organisations within the travel and tourism sector. When selecting the two job roles that will lead to assessment, learners should be encouraged to select on the basis of their own career aspirations.

Learning outcome 2 enables learners to understand and participate in job application processes. Activities should be designed to allow learners to identify good practices in all stages of the job application process, including all listed types of documentation, telephone, individual and group interviews.

Learners may be given poor letters of application, CVs and badly completed application forms so that they can identify flaws and recommend improvements. Learners should be shown different styles of CV and be given the opportunity to develop their CV using technology. Supplies of genuine application forms should be sourced to enable learners to practise full and accurate completion.

There are many training DVDs available to support delivery of job application skills and interview techniques. Learners could work in groups to produce a plan for preparation for interviews including code of dress, company research and questions to ask. Sample interview questions could be provided for completion. Role play, with learners taking it in turns to be interviewer, interviewee and observer, should be incorporated into delivery. Learners should be introduced to a typical group interview format and should take part in mock group activities, reflecting on their contribution in readiness for assessment. Telephones should be provided to enable learners to practise using the telephone as part of the pre-selection process. Learners should be given formative feedback following all practical activities in preparation for assessment.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit. General introduction to careers in the sector. Identification of career aspirations.
Group research activities to identify careers in different types of organisations. Informal presentations.
Guest speaker or visit to examine career opportunities within a selected organisation.
Examination of job advertisements, job descriptions and person specifications. Internet research into career opportunities and job roles. Individual research into entry requirements and career progression for specific jobs.

Topic and suggested assignments/activities/assessment
Assignment 1: Career Opportunities (P1, P2, M1)
Feedback on assessment.
Introduction to the job application process
Dos and don'ts when completing application forms. Practise completing application forms.
Agreeing content for CVs. Gathering information for CVs
Reviewing different templates and selecting design.
Business formats for letters of application.
Agreeing content for different types of letters. Letter-writing practice.
Assignment 2: Winning That Job (P3, P4, P5, M2, D1)
Feedback on assessment.
Input telephone pre-selection.
Role play telephone pre-selection activities.
Group activities to determine good practice at individual interview. DVD on interview technique.
Formulate answers to typical interview questions.
Role play individual interviews.
Format of group interviews. Group interview activities.
Participating in mock group interview.
Feedback on assessment and unit review.

Assessment guidance

P1, P2, M1

To achieve P1, learners must identify a minimum of five different career opportunities from across the breadth of the travel and tourism sector. The identification should be in the form of a list of job roles.

For P2, from these lists, learners should select two specific jobs. It is recommended that these are jobs that are of interest to them and that they could realistically aspire to. Learners should consider their choice of jobs carefully in order to facilitate progression to M1. They must describe the entry requirements for both jobs, including skills, qualities, qualifications and experience as contained in a person specification. They must also describe progression routes for the two jobs, involving at least two further career steps.

For P2, learners must also describe the duties and responsibilities for the two selected jobs. This could be supported by sample job descriptions. It is essential that evidence is clearly presented in learners' own words and has not been downloaded from the many careers websites available.

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For M1, learners must compare opportunities for further progression for the two jobs, explaining clearly how staff from those jobs can progress into higher positions within the type of organisation or other organisations in the travel and tourism sector. A typical example would explain how employees taking up the role of holiday representative will have opportunities to progress to more senior roles within the resort structure, such as team leader, resort manager, area manager, and also move sideways to bigger resorts with more responsibilities or to different types of destinations to broaden their experience. The explanation would show how representatives often progress to different types of tour operators and also to positions in the UK head office. By way of contrast learners must explain the similarities and differences of another role, for example cabin crew, showing how they might similarly progress to more senior roles in the air, with promotions to more sought-after routes and different aircraft or airlines, before possibly progressing to ground-based positions such as training. It is not sufficient to produce simple flow charts or organisational charts for M1, although such charts can be useful to support the comparisons.

P3, P4, P5, M2, D1

P3 involves participating in activities related to the job application process. Ideally, learners should base the activities on applying for a job that is of personal interest to them so that the process is more relevant. This could be one of the jobs that have been described for P1 and P2. They will need to complete a real travel and tourism job application form and develop a CV in an appropriate format, using technology. Learners must also produce a correctly formatted letter of application; this could be a speculative letter designed to accompany a CV or a letter to accompany a completed application form for a specific job. This could be in a real or simulated situation.

P4 and P5 are a natural progression of the job application process started for P3. For P4 learners must prepare for interview and then, for P5, participate in group, individual and telephone travel and tourism interview simulations. Learners must demonstrate that they have prepared for the interviews and used interview skills during the interview process, although there may be some areas for improvement. Evidence can be in the form of detailed observation sheets backed up with video or sound recordings, but other forms of supporting evidence are acceptable, including records of questions and answers and peer-and self-evaluations.

For M2, learners must explain how a CV, a completed application form and performance during different types of interviews could contribute to gaining employment. Reference should be made to good practices in the pre-selection activities completed for P3 and the interview processes for P4.

The key to achieving D1 is consistency in projecting a positive image through all stages of the job application process. There may still be some areas for development, for example increased confidence or expansion of responses to questions, but the learner will be able to demonstrate that they have been able to consistently apply skills to project a positive image throughout the process.

Evidence produced orally needs to be supported by comprehensive observation sheets from the assessor. Observation sheets must demonstrate which pass, merit and distinction criteria learners have achieved. Ideally, they will include unit content that can be ticked and a box for the assessor's comments justifying their decision. Any other materials used by the learner, e.g. preparatory notes or visual aids, should also be included. Oral presentations can be recorded on video or audio tape in order to aid assessment but recordings should be used only to support observation sheets, not to replace them.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1 P2 M1	Career Opportunities.	Putting on a careers fair.	Display on careers in travel. Presentation on two jobs and comparison of progression routes.
P3 P4 P5 M2 D1	Winning That Job.	Learners participate in a simulated job application process.	Production of job application documentation. Participation in telephone, group and individual job selection interviews.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
The Role of the Overseas Resort Representative	Developing Employability Skills for Travel and Tourism	Preparing for Employment in Travel and Tourism
The Role of Air Cabin Crew	Interpersonal Skills for Holiday Representatives	Working as a Holiday Representative
Planning for a Job in Travel and Tourism		Handling Air Passengers

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Suggested resources

Books

Amos J A – *Getting ready for Job Interviews* (How to Books, 2004)
ISBN 9781857037289

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) –
BTEC Level 2 First Travel and Tourism Student Book (Pearson, 2010)
ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

McGee P – *How to Write a Great CV* (How To Books, 2006) ISBN 9781857038927

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Websites *(Relevant websites applicable to learner's home country)*

www.businessballs.com	CV and job applications
www.careerintravel.co.uk	Careers in travel
www.connexions-direct.com	Connexions
www.cvtips.com	CV and job applications
www.holidaybreakjobs.com	Holidaybreak group
www.jobsinhotels.co.uk	Accor group
www.marriott.co.uk/careers	Marriott
www.springboarduk.net	Springboard – careers in travel and tourism
www.tuitraveljobs.co.uk	Employer websites e.g. TUI

Unit 12: Developing Employability Skills for Travel and Tourism

Level:	**SRF Level 2**
Notional Learning Hours:	**50**
Unit value:	**5**
SRF unit code:	**30801H**

This unit is internally assessed

Unit aim

The aim of this unit is for learners to be able to develop skills and qualities that are sought after by employers in the travel and tourism sector. Learners will reflect on their own skills and qualities, prepare a personal development plan and participate in a work-related project to further develop employability skills for travel and tourism.

Unit introduction

Being able to consistently demonstrate effective skills in the workplace can be instrumental in building a successful career in travel and tourism. Organisations in the travel and tourism sector rely on their front-line staff to perform effectively day after day and they, in turn, are reliant on their colleagues behind the scenes having also carried out their jobs accurately and efficiently. Their roles are crucial to an organisation's success and the consequences of staff underperforming in the workplace can seriously affect the reputation of an organisation.

This unit will show learners the importance of employability skills by identifying skills and qualities in the context of jobs in the travel and tourism sector. Learners will review their own skills and qualities to enable them to identify and action areas for further development.

The unit aims to give learners the opportunity to identify, plan for and carry out a practical work-related project to meet set objectives and proposed outcomes in relation to skill development. Learners will monitor and review their skills throughout the project and action any further development and experience required for entry into employment within the travel and tourism sector.

This unit is suitable for all learners to enable them to develop skills that will be helpful to them in the workplace.

Outcomes of learning

On completion of this unit a learner should:

1   Know the skills and qualities needed to work in the travel and tourism sector

2   Be able to plan and carry out a work-related project in order to develop employability skills

3   Be able to monitor and review skills development in a work-related project.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe the skills and qualities needed to work in the travel and tourism sector.	**M1** produce a comprehensive review of skills and personal qualities and a realistic and measurable plan for personal development.	
P2 review own skills and personal qualities.		
P3 produce a plan for personal development based on identified needs.		
P4 plan and undertake a work-related project to develop employability skills.	**M2** complete a work-related project which demonstrates the ability to monitor and review skill development, own development plan and proposed outcomes.	**D1** evaluate and provide evidence of development of skills, taking into account performance on a work-related project and recognising further development needs.
P5 monitor and review skills development, reporting on the project in an appropriate format.		

Unit content

1 Know the skills and qualities needed to work in the travel and tourism sector

Skills:

- e.g. customer service, written and verbal communication, presentation skills, teamwork, problem solving, interpersonal, numeracy, using ICT, languages

Qualities:

- e.g. reliability, personal presentation, commitment, flexibility, pro-activity, ownership of tasks, personal organisation, compromise, empathy

Skills development plan:

- reviewing own skills and qualities
- identifying skill development needs
- preparing development plan

Travel and tourism sector:

- e.g. tour operators, retail travel agents, hotels, visitor attractions, airports, airlines

2 Be able to plan and carry out a work-related project in order to develop employability skills

Project:

- e.g. market research, event, play scheme, voluntary project

Planning a project:

- identifying and setting key objectives related to travel and tourism skill areas e.g. customer service, marketing, organisational practices, teamwork, acquiring new skills and techniques
- meeting needs of own skill development plan
- timescale considerations
- resource implications
- proposed outcomes

Skill development within the project:

- personal e.g. practical, timekeeping, motivation, creativity, technical;
- other skills e.g. teamwork, listening, problem solving, communication, interpersonal

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Undertaking the project:

● e.g. prioritising, action planning, managing tasks, researching

● asking questions, keeping records, observation, practical tasks

● reviewing progress

3 Be able to monitor and review skills development in a work-related project

Monitor:

● keeping a log

● progress against objectives

● recording methods e.g. interviews, witness testimony, video and audio tapes

Review:

● formative and summative

● strengths and weaknesses

● skills achieved against development plan

● review against objectives

● areas requiring further development and experience

Report on project:

● e.g. presentation, display, report

Information for delivery staff

Essential requirements

Learners must have access to computers and the internet for research and production of CVs. Real job application forms will be required.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced with engagement of local businesses/organisations. Talks from recruitment personnel from travel and tourism organisations would be useful to support delivery of the unit.

Skills used carrying out a project on work placement in a travel and tourism context would support this unit.

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

● TT06 Give customers a positive impression of yourself and your organisation

● TT49 Build and maintain face-to-face relationships with customers.

Delivery guidance

This unit focuses on developing skills that will benefit learners in the travel and tourism sector. The starting point is to recognise some of the wide range of skills and qualities that are valued by travel and tourism organisations, and also to recognise skills used in learners' own part-time employment. The latter could form part of an ideas shower session. Learners may need help to differentiate between skills and qualities. Matching games can be devised to match skills and qualities to specific jobs and learners could then give an example of how those skills or qualities would be used. A review of person specifications provided by the tutor and job advertisements in the travel press and vacancies advertised on the internet will highlight many skills and qualities that are sought by employers. Findings could be consolidated in group discussions.

Tutors should use a variety of techniques, such as role play and feedback from peers, tutors and family, to help learners review their skills, identify development needs and propose a plan of action to develop these skills towards sector requirements via a work-related project. Different types and styles of presenting skills reviews and personal development plans should be examined in readiness for assessment.

Any project that will help learners to acquire and improve their employability skills is acceptable for this unit. It may be that the learner has a part-time job in a customer-focused environment and they should be encouraged to use this employment as part of their plan. However, the work-related project need not be a period of work placement. It can be a short project with a local company where a number of learners are involved. For example, it might be assisting the organisers of a local event such as a Christmas fair or a summer holiday play scheme. If it is not possible to work with organisations, it is acceptable for learners to work together to carry out

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a set project in the centre or plan an event. If the skill opportunities match the skills required in the development plan, this type of project will be beneficial, for example in relation to development of teamwork skills, communication skills, customer service or organisational skills.

Learners will need to be shown how to set and write objectives to link their development needs to the proposed project. Once the project has been agreed, it would be useful for learners to start keeping a log as this will provide essential evidence for assessment. Examples of different styles of logs should be reviewed and trialled so that learners select a method and style that they are comfortable with and that will meet assessment requirements. Similarly, activities and tools for reflection could be introduced at the start of the unit so that learners become comfortable with the process and recording of self-reflection. Logs should include regular reviews of skills development and different methods of recording and reviewing progress should be examined in order that they can form part of the evidence.

Learners can select the way in which they report on the project. Therefore class activities to support presentation skills, use of PowerPoint and writing reports should be introduced to support choice and final delivery.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit.   What are skills and qualities?
Discussing opportunities for a work-related project.
Matching game – matching skills and qualities to specific job roles.   Paired work researching job advertisements and person specifications for skills and qualities. Sharing findings.
Assignment 1: Planning for Skills Development (P1, P2, M1)   Feedback on assessment.
Self- and peer-evaluation of skills and qualities.   Identification of personal strengths and weaknesses.   Identification of skill development requirements.   Discussing formats for presenting skills review and development plan.
Assignment 2: Skills in Action (P3, P4, P5, M2, D1)   Feedback on assessment.
Learning how to set objectives for skills development.   Proposing and agreeing a work-related project.   Designing a log, activities for self-reflection.
Examining different methods for monitoring and reviewing skill development.   Formats for presenting information, e.g. reports, displays, presentations.
Feedback on assessment and unit review.

Assessment guidance

P1, P2, P3, M1

For P1, learners must describe skills and qualities needed to work in travel and tourism. The focus should be on describing different skills and qualities and showing an awareness of why they are needed for specific job roles in travel and tourism. For example, learners might recognise that problem-solving skills are essential for airport passenger service agents who may need to deal with problems such as lost luggage, or a holiday representative who might have to deal with a guest who is not happy with their room. Such skills are needed because the ability of front-line staff to be able to solve problems like these will contribute to the organisation's customer satisfaction levels and avoid complaints. Learners should describe at least five skills and five qualities in this way, relating each one to two specific job roles. The examples given in the content are not exhaustive and learners can add to these lists as appropriate. The assessment would lend itself to a display of skills and qualities for the world of work or as a careers guide for prospective entrants to the sector.

In order to achieve P2, learners must review their skills and qualities. This is likely to be produced as an annotated diagram, a table or other written format and should be a realistic appraisal of the skills and qualities they possess. Learners must then identify areas for skill development; this could be in general terms or in relation to a specific job that is of interest, for example one of those being researched for *Unit 11: Preparing for Employment in Travel and Tourism*.

For P3, learners will then use this information to feed into a personal development plan for developing their skills in order to proceed to employment. There is no set format for the personal development plan as long as it relates to identified needs. The main focus should be on skills, but measurable qualities such as taking ownership of tasks, personal organisation etc. can also be included.

For M1, the review of skills and qualities must be comprehensive and provide the basis for a personal development plan that is both realistic and measurable. It is not sufficient for example to plan to include an objective 'to develop customer service skills' for M1 as this would not be measurable without further expansion.

P4, P5, M2, D1

For P4, learners plan for participation in a work-related project to develop their skills and further their experience. The project can take many different forms, including work experience or participation in a group project or event. Whatever the type of project selected, it must provide learners with opportunities to work towards meeting their skills development needs. The evidence of planning will include listing key objectives for skills development, proposed outcomes, how it will meet their skills development needs, timescales and resources required. Learners must demonstrate that they have undertaken a work-related project and provide evidence that they have been able to prioritise, action plan, manage tasks, research and ask questions. Witness statements should be used to support this.

To achieve P5, learners must provide evidence that they have been able to monitor and review their skills development against the key objectives. Evidence of their skills development within the project will include a log and other recording methods to demonstrate their progress against objectives. Learners may wish to include supporting evidence from employers or supervisors which demonstrates how they

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have performed during the project. Where learners have undertaken work experience, feedback from the placement provider should be sought and used as evidence of skills development. At pass level, the learner's supervisor may list several areas for improvement in respect of their performance. Learners must report on the project in a suitable format, for example a PowerPoint presentation, display or report. The focus should be on their skills development during the project.

For M2, learners should demonstrate that they have taken full advantage of the opportunities available to them through the project and are able to monitor and review skills development against the set objectives and the proposed outcomes, including their own development plan. Comments from supervisors should be predominantly favourable, although there may be some objectives which were set and have not been fully met.

For D1, learners should evaluate their skills development, making judgements on the extent to which they have developed skills through the work-related project that meet the set objectives, the proposed outcomes, their own development plan and travel and tourism sector requirements for entry into employment. This should be supported by a detailed witness statement from the tutor or employer to confirm evidence of development of skills. Further development needs should be recognised and recorded.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1 P2 M1	Planning for Skills Development.	Personal development scenario – developing skills for the world of work.	Display of skills and qualities for the world of work. Personal skills review. Personal development plan.
P3 P4 P5 M2 D1	Skills in Action.	A skills development project.	Project plan. Carrying out the project. Monitoring and reviewing skills. Reporting on skills development during the project.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC travel and tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Planning for a Job in Travel and Tourism	Developing Customer Service Skills in Travel and Tourism	Preparing for Employment in Travel and Tourism
Customer Service in Travel and Tourism	Exploring Marketing in Travel and Tourism	Customer Service in Travel and Tourism
The Role of Air Cabin Crew	Preparing for Employment in Travel and Tourism	
The Role of the Overseas Resort Representative	Organising a Travel and Tourism Study Visit	
	Interpersonal Skills for Holiday Representatives	

Suggested resources

Books

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Websites (*Relevant websites applicable to learner's home country*)

www.careerintravel.co.uk	Careers in travel
www.connexions-direct.com	Connexions
www.holidaybreakjobs.com	Holidaybreak Group
www.jobsinhotels.co.uk	Accor Group
www.marriott.co.uk/careers	Marriott
www.people1st.co.uk	People 1st
www.springboarduk.net	Springboard – careers in travel and tourism
www.tuitraveljobs.co.uk	TUI tour operator

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Unit 13: Organising a Travel and Tourism Study Visit

Level:	**SRF Level 2**
Notional Learning Hours:	**50**
Unit value:	**5**
SRF unit code:	**30936H**
This unit is internally assessed	

Unit aim

This unit helps learners to understand the risk assessment process for study visits, and to facilitate participation in a study visit. This will give learners first-hand experience of aspects of the travel and tourism industry, as well as opportunities to gain planning skills and to review and evaluate the visit.

Unit introduction

To achieve this unit learners must be involved in the planning processes and must participate in a study visit. It is expected that the study visit will be a day trip undertaken without the need for an overnight stay but the unit can be based on a residential study visit either within the UK or overseas if this is already incorporated into the programme. The study visit presents learners with the opportunity to learn about travel and tourism outside the classroom in a real-life situation. Learners can experience the subject first hand and build on knowledge gained during delivery of other units. If the study visit is a residential, it can promote teambuilding and independent living. For some learners, this may be their first experience of travelling without their family or close friends.

Learners are required to establish the aims and objectives for the study visit, considering the purpose of the study programme, possible research, personal development and planned outcomes. Learners will deliver a proposal for an effective study visit, taking into account the considerations and constraints.

Health, safety and security are critical to the success of all educational study visits and learners will be introduced to the reasons for, and the importance of, risk assessments. Learners will then have the opportunity to discuss a full risk assessment for the study visit.

Learners must also participate positively in the study visit, projecting the correct attitude and image, showing consideration towards others and exhibiting responsible behaviour. There will be opportunities for learners to gather information about aspects of the travel and tourism sector and to evaluate the success of the visit in terms of information gathered, knowledge gained and their own contribution.

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Outcomes of learning

On completion of this unit a learner should:

1   Be able to develop a proposal for a travel and tourism study visit

2   Understand the process of risk assessment

3   Be able to contribute to a successful travel and tourism study visit

4   Be able to review and evaluate the success of the study visit.

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 propose a study visit, stating aims and objectives and taking into account constraints and considerations.	**M1** explain how the proposed study visit will meet the aims and objectives, taking into account constraints and considerations.	**D1** evaluate the success of the study visit in meeting the aims and objectives, using analysis of the feedback and making recommendations for future visits.
P2 discuss the reasons for and the process of risk assessment, identifying potential hazards and risks for the proposed study visit.	**M2** explain how hazards and risks identified will be minimised.	
P3 make a positive contribution during planning, prior to and whilst on the study visit.	**M3** analyse own contribution and the results of the feedback to judge the success of the visit.	
P4 select and prepare different methods of gathering feedback to evaluate the success of the study visit.		

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Unit content

1 Be able to develop a proposal for a travel and tourism study visit

Aims and objectives:

- educational e.g. links to the curriculum, relevance to study programme, opportunities for research
- personal development e.g. independence, increased responsibility for self and others
- interaction with others
- outcome e.g. coursework, experience

Proposal:

- to meet set aims and objectives
- destination
- means and range of transport available
- arrival and departure points
- distances
- costs
- times
- curriculum opportunities
- itinerary
- taking account of considerations and constraints
- features and benefits of the proposal

Considerations:

- e.g. types of study visit, duration, comparison of potential destinations, distance travelled, means of transport, weather conditions, health, safety and security, opportunities for learning, educational visits or talks

Constraints:

- financial e.g. budget, costs, personal expenditure
- legal and risk e.g. personal safety, equipment used, drinking of alcohol, duty of care

2 Understand the process of risk assessment

Reasons for risk assessment:

- legal requirement
- identification of and reduction of risks
- safety of participants
- allocation of roles and responsibilities

Process of risk assessment:

- identification of possible hazards (relating to travel to, from and within destination, method of transport, venue, activities, free time)
- level of risk of hazard
- action taken to reduce risk of hazards (code of conduct, written and verbal advice, use of reputable organisations, e.g. coach companies)
- student-staff ratios

3 Be able to contribute to a successful travel and tourism study visit

Participation in the planning of the visit:

- devising a group code of conduct
- allocated roles
- producing study visit information e.g. the venue
- producing itineraries
- finance and administration e.g. make bookings, collect money and documentation

Responsibilities prior to the visit:

- providing the necessary personal documentation, e.g. consents, passports, visas, medical information, emergency contact details
- providing visit information e.g. clothing, weather, food and drink

Participation during the visit:

- responsibilities to self, e.g. personal health, safety and security
- time management
- responsibility and consideration to others, e.g. peer group, tutors, other guests, fellow passengers, coach driver, speakers
- attitude
- health, safety and security of peers
- adherence to code of conduct
- awareness of the needs of others e.g. cultural awareness

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4 Be able to review and evaluate the success of the study visit

Success criteria:

- suitability of destination (for age group, learning opportunities)
- travel (to, from, within the destination)
- timings
- venues
- budget
- personal expenditure
- meeting aims and objectives
- other e.g. accommodation, duration, appropriateness of speakers

Evaluation:

- personal, peer and tutor evaluations
- personal strengths and weaknesses
- areas for improvement
- evaluation methods used e.g. own observations, interviews with participants (tutors and peers), questionnaires

Information for delivery staff

Essential requirements

For this unit learners need access to the internet or access to published material such as the travel trade press, newspapers and textbooks.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

The delivery of this unit would be enhanced with engagement of local businesses/organisations.

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

● TT08 Research travel and destination information

● TT20 Arrange travel itineraries.

Delivery guidance

The study visit can be delivered during any part of the programme. The unit is intended to be based on a one-day study visit without the need for overnight accommodation. However, if a residential visit has already been planned then this can be the basis for the unit. In this case, tutors must take into account the fact that it may be the learner's first residential experience without their family and, as such, additional support and guidance may be required, both before and during the visit and in conjunction with parents/guardians.

The safety of learners is paramount and study visits must be undertaken within the requirements of educational policies and legal regulations regarding the safety of learners. If learners are working independently, a structure must be in place to ensure their personal safety and security. Detailed advance planning is essential to the success of the visit. If the visit is an overseas residential, advice should be sought, where necessary, in respect of current obligations under the terms of the EU Package Travel Regulations.

Visits to tourism providers and guest speakers during the visit will provide vocational and academic relevance and could enable learners to experience first-hand the scope of products and services provided at the venue. It is recommended that the relevant organisations are contacted before the visit with a view to providing speakers on site and information about the venue. In the lead up to the visit, a variety of resources could be used to add detail and background to the venue and the destination and to generate discussion.

It is important that learners understand the need for careful planning of a study visit and this starts with setting aims and objectives. The tutor could initiate a class discussion on the reasons why study visits take place and why they are an important part of the course. The tutor should ensure that all learners understand the

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difference between an aim and an objective (an aim states what one wants to achieve and an objective states how it will be achieved). Aims and objectives should be discussed as a group but should be presented individually with the learner's own explanation.

Proposing a possible study visit should involve learners in interesting research. A tutor-led group discussion on constraints and considerations would be a useful starting point. The group could then draw up a list of possible constraints and considerations. The proposal for a suitable study visit could form the basis of small-group work, with delivery being in the form of a verbal presentation supported by visual aids. The proposal does not have to be for the actual visit itself as the destination and venue may already have been decided and the itinerary planned by the tutor.

Health, safety and security are critical to successful educational visits, as they are to all tourism operations. Learners need to be made aware of the importance of health, safety and security to the traveller and why risk assessments must be completed for educational visits.

This unit gives learners the opportunity to understand why risk assessments must be completed and what should be included. Learners should have the opportunity to examine and discuss risk assessments and identify possible hazards on the visit. The risk assessments could be those previously completed by the centre or by the centre's local authority. Alternatively, learners could access risk assessments from the HSE website. Learners could be divided into groups and each group given an element of the study visit to risk assess, e.g. the journey, the venue, activities, free time. Learners could identify the possible hazards and report their findings to the rest of the group. This could lead to a whole-group discussion on the most appropriate means of reducing the risks.

It is important that learners contribute to the success of the study visit, both by participating positively in the planning stages and by behaving in an appropriate manner during the visit. Much of the planning may need to be carried out by the tutor but learners should be encouraged to participate. An ideal way to do this would be to involve learners in compiling a booklet to be distributed to all participants. The booklet could include information on various aspects of the visit, such as the route to be taken, attractions, history, where to buy souvenirs, where to eat, customs and culture – all dependent on whether the visit is a day trip, a UK residential or an overseas residential. Learners could randomly be allocated a topic to research. The tutor could provide guidance as to reference sources such as tourist information centres or websites.

This unit requires learners to evaluate their contribution to the planning of the study visit and their participation in it. Tutors should emphasise the importance of projecting the correct image and showing a positive attitude. Learners should be made aware of the likely consequences of their actions such as not being punctual and not respecting the needs of others, for example other visitors, peers, tutors. Tutors should encourage a group discussion on appropriate behaviour which leads to the group devising a mutually agreed code of conduct. Learners could also agree appropriate ways of responding to those who break the code of conduct whilst participating in the study visit.

Learners are required to evaluate the study visit itself. There are many sources of feedback including own, peers, tutors and other participants. It is recommended that learners should explore appropriate methods of obtaining feedback, for example own observations, questionnaires, interviews with peers and tutors. Learners should examine examples from organisations, e.g. questionnaires, customer feedback forms. Once selected, learners should discuss the questions to be asked based on the

success criteria listed in the content. Learners should prepare the documentation for the selected methods in readiness for use on the visit and shortly afterwards. Once the study visit is complete learners should be encouraged to analyse the data and the responses and discuss whether or not the visit was successful and suggest ways in which it could be improved.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and the aim of study visits – videos of past visits, group discussions.
Introduction to P1 assignment tasks. Tutor observations of learners discussing how to develop a proposal: ● aims and objectives ● proposing a destination/venue ● considerations to be taken into account ● constraints to be taken into account.
Small group research on different destinations and venues using computers and contacting venues, coach companies etc. to obtain prices and information.
Discussions and agreement about the visit.
Assignment 1: Where Shall we Go? (P1, M1) Feedback on assessment.
Tutor input on the need for and the process of risk assessment. Examination of a variety of risk assessments. Tutor observations of discussions to identify potential hazards for the proposed study visit.
Assignment 2: Risks and Hazards (P2, M2) Feedback on assessment.

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Topic and suggested assignments/activities/assessment
Assignment 3: My Contribution to the Study Visit (P3)
Feedback on assessment.
Tutor input on methods of gathering feedback in order to judge the success of the study visit.   Small group research to select the most appropriate methods to assess own contribution and whether or not the visit was a success.   Preparing different methods of gathering feedback for assessment (P4).   Providing feedback on assessment.
Analysing feedback for own contribution and the results of the feedback from questionnaires, interviews etc. to judge the success of the visit.   Compiling a report based on the analyses to judge the success of the visit (M3).   Providing feedback on assessment.
Assignment 4: Was the Visit a Success? (P4, M3, D1)
Feedback on assessment and unit review.

Assessment guidance

A variety of assessment methods could be used, including presentations, practical activities and displays, as well as the more formal written assignment approach. It is recommended that more than one method is used to cater for the different learning styles within a group.

The assessment criteria shown in the grading grid can be grouped together to enable learners to expand on one criterion in order to gain higher grades. The links are as follows: P1 and M1; P2 and M2; P3, P4, M3 and D1. Note that D1 requires evidence from all other criteria to fully achieve the requirements of this criterion. Where possible, learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

If some of the assessment evidence for this unit is generated through group work, learners should ensure that they each present their own evidence for assessment, demonstrating clearly where they have contributed to processes. Tutors should support this evidence with observation sheets where appropriate.

P1, M1

For P1, learners are required to present their individual suggestions for a study visit. These do not necessarily have to be for the actual visit itself but proposals presented could be taken into consideration by the tutor when planning other study visits. Aims and objectives are an important starting point for the planning of a study visit. These should be discussed in the group but learners must present them individually. An example of a suitable aim might be 'to provide learning opportunities for the programme'. Learners must then include specific objectives which would help them

achieve the aim(s). Aims and objectives should include all those listed in the content: educational, personal development, interaction with others and the final outcome, e.g. course work, experience. An example of a suitable objective could be 'to gather evidence about what attracts visitors to the venue'. Learners are expected to evidence that they have taken into account constraints and other considerations. Examples of considerations have been provided in the content and learners should include those relevant to their study visit. For constraints, learners must include examples covering financial, legal and risk as detailed in the content.

Assessment evidence must include a proposal addressing all items listed in the content (items separated by semi-colons) including a full itinerary and a summary of how the proposal has taken account of all constraints and considerations.

The assessment evidence could be presented as a study visit information pack or as an oral presentation, accompanied by visual aids. Any oral presentation must be supported by additional evidence such as visual aids, rough notes and a comprehensive observation sheet completed by the assessor. Assessment must be on an individual basis. Questioning after the presentation can be used to confirm individual achievement.

For M1, learners should explain how their proposal will meet the aims and objectives and take account of constraints and considerations. This explanation will be an expansion of P1 where the learners will have stated the aims and objectives and outlined the constraints and considerations. The evidence for M1 will need to be fully explained (how the proposed study visit will meet the aims and objectives and how learners have taken account of constraints and considerations).

P2, M2

For P2, learners do not have to complete a risk assessment but will be expected to show an understanding of the reasons why risk assessments have to be carried out before educational visits take place. Learners should discuss and evidence the reasons for risk assessment and ensure they have covered the legal requirements, the identification of and the reduction of risks, the safety of participants and the allocation of roles and responsibilities.

Although learners do not have to complete a risk assessment, they will need to discuss and evidence the process of risk assessment and ensure they cover the identification of hazards that include those relating to travel to, from and at the destination, method of transport, the venue, activities and free time. They should also include level of risk of the hazard, action to be taken to reduce risk hazards including code of conduct, written and verbal advice, use of reputable organisations and the student-staff ratios.

For M2, learners should explain how the hazards and risks identified for P3 will be minimised and explain how the actions taken will work in reducing the risks and hazards. Completion of an actual risk assessment for the study visit is not required for either P2 or M2.

P3, P4, M3, D1

To achieve P3, learners must contribute to the success of the study visit both by participating in the planning of the visit and by exhibiting positive behaviour during the visit. The extent to which learners can be involved in the actual planning of the visit will vary but tutors should ensure that each learner is involved in some aspect of the planning. This may take the form of researching and costing coach travel or

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researching different venues. Learners could be given individual topics to research and evidence could be presented as a short article to be included in a study visit booklet. Evidence could also be presented orally, as a short presentation before, during or after the visit, for example on the coach using the microphone. Before the visit learners should discuss and agree a group code of conduct. Positive participation during the visit must be evidenced by witness statements which should include tutor assessments, a self-assessment and peer assessments. Assessment evidence must cover the essential content and include the learner's contribution to planning the visit, responsibilities undertaken before the visit and participation in the visit itself.

For P4, learners must select and prepare at least two different methods of gathering feedback in order to evaluate the success of the study visit. Learners must ensure that feedback will cover all the success criteria items listed in the content. Learners will need to use methods of gathering feedback that will provide personal, peer and tutor evaluations, identification of personal strengths and weaknesses and areas for improvement. Methods chosen could include own observations, recorded interviews with tutors and peers using audio and/or video recordings and/or written records. Questionnaires can be used with tutors and peers to provide responses that can be analysed to support evaluations. The selection and preparation of the methods to be used to gather the feedback must be completed before the visit. During or after the visit the feedback methods will be used and the responses gathered in order to evaluate the visit. Evidence for P4 will be the selection and preparation of the methods and the actual feedback gathered with conclusions.

To achieve M3, learners must use the feedback and responses from peers and tutors to analyse their contribution and then make judgements about the success of the visit based on the responses and feedback from participants, including peers and tutors. These judgements must be based on whether the success criteria have been achieved. For example, did the responses and feedback relating to the learning opportunities provided at the venue meet the aims and objectives? Was the distance to the venue and the mode of transport used suitable and appropriate? If questionnaires are used the responses must be analysed and the results clearly presented, e.g. through tables, bar charts.

To achieve D1, learners must provide a detailed, coherent evaluation of the study visit taking into consideration the proposal, the aims and objectives, the process of risk assessment, their own contribution and the contribution of others, the methods of gathering the evidence, the analysis of the feedback and responses together with recommendations for future visits. These must be justified and realistic and based on evidence presented for P4 and M3. Recommendations might include reference to the venue, the location and distance travelled, the learning opportunities. P4, M3 and D1 could easily be combined in a written report, with appendices, e.g. completed questionnaires and notes of personal observations. D1 is an evaluation of all tasks undertaken to achieve all the learning outcomes for the unit, i.e. all the pass criteria, and evidence for D1 should contain reference to P1, P2, P3 and P4.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Where Shall we Go?	You will be organising a travel and tourism study visit for your group.	Tutor observation records. Information file for the proposed visit.
P2, M2	Risks and Hazards.	As part of your remit above you must ensure the safety of the group on the visit	Tutor observation of discussions about reasons for and the process of risk assessment and the identification of potential hazards for the visit. Report detailing reasons for and the process and explaining how hazards and risks will be minimised.
P3	My Contribution to the Study Visit.	As part of the above you must log your contribution during planning, prior to and on the study visit.	Detailed log of own contributions.
P4, M3, D1	Was the Visit a Success?	As part of the above you have to gather feedback to judge the success of the visit.	Evidence of the selection and preparation of the different methods utilised to gather feedback in order to evaluate the success of the visit (P4). A written analysis of own contribution together with a written analysis of the feedback gathered (M3). A written evaluation of the success of the study visit from planning through to completion through the achievement of the aims and objectives and the analysis of the feedback (D1).

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Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Planning a Trip to a Visitor Attraction	UK Tourism Destinations	Residential Study Visit in Travel and Tourism
	Exploring Marketing in Travel and Tourism	UK Visitor Attractions

Suggested resources

Books

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book*, (Pearson, 2010) ISBN 9781846907494

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack*, (Pearson, 2010) ISBN 9781846906312

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Websites (*Relevant websites applicable to learner's home country*)

www.goskills.org	Go Skills – Sector Skills Council for Passenger Transport
www.hsegov.uk	Health and Safety Executive
www.instituteofhospitality.org	Institute of Hospitality
www.people1st.co.uk	People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism
www.springboarduk.org.uk	Springboard UK
www.visitbritain.co.uk	VisitBritain

Unit 14: Exploring Airports and Airlines

Level:	**SRF Level 2**
Notional Learning Hours:	**100**
Unit value:	**10**
SRF unit code:	**30804H**

This unit is internally assessed

Unit aim

The aim of this unit is to develop learners' awareness of different types of airports and their skills in locating them. They will gain knowledge of the functional areas and facilities in their home country's airports, the products and services offered by different types of passenger airlines, and job opportunities available at airports and with airlines.

Unit introduction

Travelling by air has become a routine part of many people's travel plans, and when they think of overseas holidays most learners will imagine flying off into the sunshine. The industry is served by hundreds of airlines and it is possible to fly to almost any destination in the world within a single day.

Learners will find that there are many regional and local airports as other major airports across the world. They will learn to use the international three-letter codes for airports and will locate different types of airports around the world.

The facilities at airports vary considerably, although the functional areas remain the same. Learners will carry out research into airport facilities and will examine how efficiency in functional areas can contribute to a positive travel experience.

Low-cost airlines are renowned for offering some incredibly low prices and learners will investigate what the passenger will receive for their money in comparison to full service scheduled and charter airlines.

Many learners will have aspirations to work in the aviation industry. They will investigate jobs with airlines and in airports and will find out about job roles and entry requirements to enable them to consider the aviation industry for their career.

Outcomes of learning

On completion of this unit a learner should:

1 Be able to locate different types of airport

2 Know the functional areas and facilities for passengers at an airport

3 Know the products and services provided by different types of commercial passenger airlines

4 Know the job opportunities at airports and with airlines.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 locate different types of commercial passenger airports in the world using their names and codes.		
P2 describe the functional areas and facilities for passengers at an airport.	**M1** explain a typical passenger's journey through an airport.	**D1** assess how different functional areas and facilities can contribute to the passenger experience at an airport.
P3 describe the products and services provided by three different types of commercial passenger airlines.	**M2** compare the products and services provided by three different types of commercial passenger airlines.	**D2** analyse the advantages and disadvantages of travelling on a selected route with two different types of commercial passenger airlines.
P4 describe three different job opportunities available at airports and with airlines.	**M3** compare the same job opportunities with two different organisations.	

Unit content

1 Be able to locate different types of airports

Types of airport and their three-letter codes:

● major commercial passenger airports e.g. London Heathrow (LHR), Malaga (AGP); regional and local e.g. Braunschweig-Wolfsburg Airport (BWE)

2 Know the functional areas and facilities for passengers at an airport

Functional areas – landside:

● check-in

● passport control

● security

● arrivals meet and greet

Functional areas – airside:

● departure gate

● outbound and inbound ramp operations

● air traffic control

● baggage reclaim

● immigration

● customs and excise

Airport passenger facilities:

● landside and airside e.g. public transport provision, taxi ranks, long- and short-term car parking, courtesy coaches, baggage trolleys, check-in desks, automated check-in machines, information boards, airport and tourist information desks, landside seating areas, airside lounges, retail outlets, food and drink outlets, financial services, telephones, internet access points, medical room, gymnasium, baby feeding room, nappy changing, children's play area, wheelchair provision, business lounge, VIP lounge, viewing areas, car hire, transit lounge, lost and damaged luggage, meet and greet

3 Know the products and services provided by different types of commercial passenger airlines

Types of commercial passenger airline:

● full service scheduled

● low-cost scheduled

● charter airline

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Products and services:

- methods to book a flight e.g. via the internet, via travel agent
- type of ticket e.g. e-ticket, reference number only, IATA paper ticket, charter ticket; classes of travel
- what is included in the price
- additional charges
- levels of service
- range of destinations

4 Know the job opportunities at airports and with airlines

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

Airlines:

- e.g. cabin crew, ground crew, airline customer service and sales (airport based)

Job:

- role (duties and responsibilities)
- entry requirements (qualifications, experience, age, other e.g. height, security checks)

Information for delivery staff

Essential requirements

Learners will need access to the internet to research airlines and airports.

Employer engagement and vocational contexts

Links with the nearest airport is highly recommended to organise a visit. However, it is recognised that visits to airside functional areas are virtually impossible and even landside areas are difficult to arrange because of security levels. If learners are taking a flight as part of a residential study visit this would provide an excellent opportunity to gather evidence for this unit and an opportunity to see airside functional areas. If a residential is not possible, it is beneficial to take learners on a day trip by air within their home country to enable this opportunity. Some of these flights can be very inexpensive if centres take advantage of the £1 promotional flights etc. Links with a variety of aviation organisations are recommended so that guest speakers can provide an invaluable insight into jobs and airport functions.

Delivery guidance

Many learners will have travelled by air and this is a useful starting point to share experiences. Tutors will need to introduce learners to the different types of airports. A class activity could be set to find airports near to named towns and cities and then to categorise them into major, regional and local airports and find their three-letter codes. Learners could produce a large wall map of airports, with pairs or small groups taking responsibility for a particular region. A fun team quiz could be introduced to reinforce learning.

A visit to an airport is highly recommended. However, such trips are difficult to organise due to increased security in airports. Some large airports offer educational tours that involve a guided tour and a visit to the tour centre. These are carried out by trained guides but involve a charge. Tours can be tailor-made to meet the requirements of the group, but they will not include access to airside areas. If the group is going to be taking part in a residential visit that involves a flight, this would provide a perfect opportunity to gather information relating to both airside and landside passenger facilities and functional areas. If this is not possible, learners who have travelled by air recently could share their experiences with others in the group.

Much research into facilities can be carried out via the internet as most airports have excellent traveller-friendly information available on their websites. These often include maps of landside and airside facilities. Tutors may need to explain the role and activities of the different functional areas of an airport and this may be supported by DVDs from series such as *Holiday Airport* and *Airline*.

Research into immigration and current airport security measures will give learners a better understanding of the airport environment and the functions that are carried out. They can also stimulate interesting discussions about security in general and how this affects working in an airport.

Extension activities should be set to focus learners on the things that can go wrong that will affect the passenger experience. A case study based on London Heathrow's Terminal 5 opening would allow learners to see the impact of functional areas on the passenger experience. Tutors should encourage learners to consider both positive and negative impacts on the passenger experience.

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Learners should share their experiences of travel on different types of airline. A simple class activity should be set to ensure learners are able to correctly categorise a wide range of airlines that fly from national, regional and local airports. Research activities should then focus on individual airlines within each category: low-cost scheduled, full service scheduled and charter airlines.

It is interesting to look at the advertisements for low-cost airlines, especially when these are promoting flights from as little as a few pounds. Learners could then work through the online booking process to see how much the eventual flight would be when all of the additional charges have been taken into account. They may be surprised to find that sometimes there is not much difference between the final price for a low-cost and a full service scheduled airline. Airline websites will enable learners to research all aspects of the unit content for the different types of airlines and make comparisons.

Many learners may have aspirations to work in the aviation industry. Airline websites are usually good at providing information on cabin crew roles; however, information on airport positions such as working on the ramp can be hard to find. A talk from a guest speaker would be helpful to plug the gaps and it is always beneficial for learners to hear first-hand from employees in the industry about their role and career opportunities.

Some group work when carrying out the research into aviation job roles would develop group working skills. Oral presentation of some of the information will develop communication skills. Learners could produce posters and class displays to show different jobs and career opportunities in different organisations within the aviation industry.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and assessment requirements. Introduction to different types of airports.
Class activity based on worksheets to identify airports and their three-letter codes. Produce large-scale class map with airports and three-letter codes. Team quiz.
Preparation for assessment.
Assignment 1: Airports (P1) Feedback on assessment.
Introduction to assignment 2. Discuss own experiences of airports and flights. DVD from *Airline* series. Discuss observations.

Topic and suggested assignments/activities/assessment
Tutor input on functional areas of an airport.
Internet research into current airport security measures – produce poster.   Internet research into current immigration procedures, customs and excise – discuss findings.
Paired internet research into passenger facilities available at a selected airport.   Compare findings with other learners, identify positives and negatives.
Class-based case study – London Heathrow.
Preparing worksheet for visit to airport.   Visit to an airport.
Additional internet research on airport.   Producing airport display.
What can go wrong – extension activity to identify how functional areas and facilities can have a negative impact on the passenger's experience.   Identification of good practices.
Preparation for assessment.
Assignment 2: The Passenger's Journey (P2, M1, D1)   Feedback on assessment.
Tutor input on different types of airlines.   Class activity to categorise different airlines.
Tutor input on how to book a flight and types of tickets. Sharing personal experiences. Identifying pros and cons of different methods. Targeted internet research using different airline websites.
Paired research into a low-cost scheduled airline.   Presentations – comparison of low-cost scheduled airlines.
Paired research into a full service scheduled airline.   Produce displays – comparison of full service scheduled airlines
Paired research into a charter airline.   Produce wall chart – comparison of charter airlines.
Class activities to compare products and services of different types of airlines on selected routes.   Discussion on pros and cons of different types of airlines.
Preparation for assessment.
Assignment 3: Come Fly With Me? (P3, M2, D2)   Feedback on assessment.
Group research activities to identify careers with different airlines.   Informal presentations.

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Topic and suggested assignments/activities/assessment
Individual research activities to identify jobs in airports. Produce sample job advertisement.
DVD from *Airline* series. Discussion on specific roles.
Guest speaker – career opportunities within a selected aviation organisation. Discussing career opportunities.
Preparation for assessment.
Assignment 4: Working in Aviation (P4, M3) Feedback on assessment and unit review.

Assessment guidance

The assessment criteria shown in the grading grid can be grouped together to enable learners to expand on one criterion in order gain higher grades. The links are as follows: P1, P2, M1 and D1; P3, M2 and D2; P4 and M3. Where possible, learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Centres should design their assessment strategies to meet a range of individual needs and the local work environment. Assessment should encourage learners to apply knowledge gained from this unit and reflect on understanding gained from other units.

P1

For P1, learners must identify and locate at least five major commercial passenger airports and ten regional/ local commercial passenger airports around the world, giving their correct three-letter codes. Learners must accurately locate these on maps, and may use atlases or other sources of information to assist them.

P2, M1, D1

In order to achieve P2, learners must describe all listed landside and airside functional areas. In addition they must describe facilities available to passengers at an airport. They should base their description of facilities on a named airport; however, the description of functional areas may be in general terms. The description of facilities does not have to be in depth, but it must include landside and airside and it is expected that most of the examples indicated in the unit content would be addressed.

While P2 is descriptive, for M1 learners must explain what happens at each stage of the passenger's journey, for example how and why certain functions are carried out. They would explain what happens at check-in, why they are asked security questions, what documentation they need to show at that stage and at the gate. Also they must include the journey from the aircraft on return to their home country, for example immigration, baggage collection, customs and excise etc. It is possible for

the description (for P2) and explanation (for M1) to be addressed together, describing firstly the facility or functional area and then explaining it as part of the passenger's journey.

For D1 learners must assess how different functional areas and facilities can contribute to the passenger experience. This should include positive or negative experiences, such as how long security queues can create overcrowding in an airport, how lack of baggage trolleys could cause problems for passengers, how passengers become angry when there are too few check-in desks open, how internet facilities allow passengers to carry out business or find information, how online and automated check-in facilities reduce check-in times etc.

P3, M2, D2

For P3, learners must clarify the difference between a full service scheduled, a low-cost scheduled and a charter airline. They may select a named airline of each type to describe the products and services, including methods to book a flight, type of ticket, classes of travel, what is included in the price, additional charges, level of service and the range of destinations they offer.

For M2, learners must compare the products and services of one named low-cost airline, one full service scheduled airline and one charter airline. This should identify the similarities and differences. A table format may be used as long as similarities and differences are clearly explained.

For D2, learners must select a route that is served by two different types of airlines, for example London to Paris by low-cost scheduled and full service scheduled, or Manchester to Paphos by charter and full service scheduled. They should analyse the advantages and disadvantages to the traveller, for example frequency of flights, charges for checked-in baggage, seat allocations etc. Tutors may need to suggest a suitable route for analysis. Learners must make some judgements on what are the advantages and disadvantages to the traveller.

P4, M3

For P4, learners should select three job opportunities with airports and airlines. The jobs must be those that are directly associated with air passengers. Learners can select two with airports and one with an airline or vice versa. They should briefly describe the role and the entry requirements, including all items listed in brackets in the content. Learners should research the jobs using the internet and company literature but their descriptions should be in their own words, supported by printed information, for example web downloads, job descriptions, advertisements. The descriptions can be presented in written format or as a verbal presentation or a mixture of both.

Detailed observation sheets should be completed to support achievement of criteria that have been evidenced by practical activities, for example presentations. These should clearly document how learners have achieved specific criteria and they should be supported by additional evidence such as preparatory notes, peer and self-evaluations, posters, PowerPoint slides, itineraries etc. Observation sheets must be signed and dated by both assessor and learner.

To achieve M3 learners must select two passenger related jobs, one working at the airport and one with an airline. Learners must research these jobs with two different organisations, for example a cabin crew job with Monarch Airlines and also with British Airways, a customer service agent job with Servisair and with Aviance. They

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must then compare the two jobs, for example firstly the cabin crew job with Monarch Airlines and British Airways, and then the second job with Servisair and Aviance. They must identify and explain the similarities and the differences and comment on which organisations they would prefer to work for.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1	Airports.	Researching for an interview. Identifying different types of airports and their three-letter codes.	Maps locating different types of airports and their three-letter codes.
P2 M1 D1	The Passenger's Journey.	Working for an airport. Giving a presentation on functional areas and facilities for new recruits.	Presentation to describe functional areas and facilities, explaining the functional processes and assessing their contribution to overall experience.
P3 M2 D2	Come Fly With Me?	Working for an aviation magazine. Producing an article on different types of commercial airlines.	Article with description, comparisons and review of different types of commercial airlines.
P4 M3	Working in Aviation.	Working for an aviation recruitment agency. Producing a vacancy bulletin.	Vacancy bulletin to describe three jobs. Comparison of jobs working for different organisations.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Schedule, Charter and Low-cost Airlines	The UK Travel and Tourism Sector	Investigating the Travel and Tourism Sector
	Understanding the Nature and Effects of World Travel	Handling Air Passengers
	European Holiday Destinations	
	Holiday Planning	
	Preparing for Employment in Travel and Tourism	

Suggested resources

Books

Brickell D, Kerr A, Lindsay V, Spencer C, Sutherland D and Sutherland J – *BTEC National in Travel and Tourism: Book 3* (Edexcel, 2007) ISBN 9781846907494

Dale G – *BTEC National Travel and Tourism: Student Book 2, 2nd Edition* (Heinemann, 2006) ISBN 9780435445898

Graham A – *Managing Airports* (Elsevier, 2003) ISBN 9780750659178

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

Websites (*Relevant websites applicable to learner's home country*)

www.manchesterairport.co.uk	Airport websites
www.blackpoolinternational.com	Airline websites
www.glasgowairport.com	Flight and route information
www.cardiff-airport-guide.co.uk	
www.belfastairport.com	Careers information
www.heathrowairport.com	
www.bmibaby.com	
www.jet2.com	
www.firstchoice.co.uk	
www.virgin-atlantic.com	
www.skyscanner.net	
www.flightmapping.com	
www.careersinaviation.org	

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Unit 15: Interpersonal Skills for Holiday Representatives

Level:	**SRF Level 2**
Notional Learning Hours:	**50**
Unit value:	**5**
SRF unit code:	**30805H**

This unit is internally assessed

Unit aim

The aim of this unit is to develop learners' knowledge of the interpersonal skills required by holiday representatives when communicating with holidaymakers. Learners will demonstrate that they know the importance of personal presentation and they will have the opportunity to develop and apply interpersonal skills in real or simulated overseas holiday situations.

Unit introduction

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

In this unit, learners will investigate the interpersonal skills required by holiday representatives when communicating with customers in different situations, from meeting and greeting customers at the airport, to dealing with problems such as overbooked or sub-standard accommodation. The unit explores the different communication methods used when holiday representatives deal with customers during the wide-ranging duties they carry out on a day-to-day basis. Learners will appreciate the different skills required to work as a holiday representative, including communication skills, social skills and presentation skills.

The unit will provide opportunities to examine the importance of personal presentation and the high standards required for the role. Learners will come to appreciate that a high standard of personal presentation is important both on duty and off duty and in formal as well as informal situations.

Representatives must apply a wide range of skills to the many areas of their work. They need to demonstrate interpersonal skills to deal with enquiries or complaints, to provide information on transfers or at welcome meetings, to build a rapport with their customers and so enhance the overall holiday experience.

This is a practical unit which gives learners the opportunity to engage in relevant activities to develop the interpersonal skills needed by holiday representatives in the travel and tourism sector. The skills developed are transferable into other roles and into other industries in the sector such as cabin crew, travel agency operations, cruise ships and holiday village entertainment (for example, Haven Holidays UK).

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Outcomes of learning

On completion of this unit a learner should:

1   Know the interpersonal skills required by holiday representatives when communicating with customers in different situations

2   Know the importance of high standards of personal presentation for holiday representatives

3   Be able to apply interpersonal skills in overseas holiday situations.

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe the interpersonal skills required when working as a holiday representative.	**M1** explain why effective interpersonal skills are important for the role of holiday representative.	**D1** use effective interpersonal skills in travel and tourism situations, analysing the importance to the organisation.
P2 describe the importance of personal presentation for holiday representatives.		
P3 apply interpersonal skills when presenting information to holidaymakers during a transfer, at a welcome meeting and in written format.	**M2** demonstrate effective social, presentation and communication skills in travel and tourism situations.	
P4 apply interpersonal skills when dealing with customers in two different holiday situations.		

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Unit content

1 Know the interpersonal skills required by holiday representatives when communicating with customers in different situations

Communication methods:

- formal communication e.g. transfers, welcome meetings, complaint handling, emergency situations

- informal communication e.g. property visits, guiding, entertainment

- written communication e.g. reports

- face-to-face communication

- using a microphone e.g. transfers, welcome meetings

- non-verbal communication

Communication skills:

- speaking and listening skills for face-to-face communication and presentations

- using the microphone effectively

- voice clarity, pitch and intonation

- avoiding jargon and slang

- speed of delivery

- accurate written documentation e.g. notice boards, messages, completing factual reports

Social skills:

- creating a rapport with customers and colleagues

- providing a welcome

- empathising

- listening

- providing a helpful and friendly service

- going the extra mile

Presentation skills:

- product knowledge e.g. selling excursions, preparing welcome meetings, answering customers' queries, presenting transfer information

- preparing for presentations e.g. overcoming nerves, use of cue cards and visual aids

- presenting to large and small groups

- quality, accuracy and format of written information e.g. information books and boards, report writing

2 Know the importance of high standards of personal presentation for holiday representatives

Presentation of self:

- behaviour on and off duty

- formal and informal uniform requirements

- personal presentation e.g. jewellery, make-up, piercing, tattoos, smoking, chewing gum

- grooming

- personal hygiene

- projecting a professional company image

- maintaining a high profile in resort

3 Be able to apply interpersonal skills in overseas holiday situations

Situations:

- transfer

- welcome meeting

- complaint handling, other situations e.g. assisting with incidents and emergencies, providing information during hotel visits, guiding excursions

Interpersonal skills:

- presentation skills

- written and verbal communication skills

- social skills

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Information for delivery staff

Essential requirements

Learners will need access to a microphone to carry out a transfer speech. Copies of tour operators' documentation such as customer service forms, accident report forms etc. will be useful to support practical activities. Access to the internet will be essential for research.

Employer engagement and vocational contexts

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

Work experience or work placements could also be used to help learners develop understanding of working as a holiday representative in the travel and tourism sector.

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

- TT04 Assist customers prior to and after travelling
- TT06 Give customers a positive impression of yourself and your organisation
- TT28 Plan and conduct welcoming events
- TT30 Present a commentary for a guided tour
- TT49 Build and maintain face-to-face relationships with customers.

Delivery guidance

It would be beneficial for learners if they complete this unit after *Unit 5: Developing Customer Service Skills in Travel and Tourism* so that they already have a good awareness of customer service skills for the sector. They will have already undertaken some practical activities that will support delivery and assessment for this unit.

Learners should be keen to share experiences of holiday representatives and a discussion on what makes a good holiday representative can be a good way to start this unit.

If Unit 5 has already been delivered then a recap of the different interpersonal skills will be useful. This can be recorded using mind maps to link communication skills and methods, presentation skills and social skills to the role of the holiday representative.

Learners can produce charts showing good and bad practices and compare the charts with class members. Occasionally TV series or documentaries on holiday representatives are broadcast and these are an excellent resource as they provide good material for discussion.

A talk from a holiday representative can be very useful to enable learners to ask questions and find out more about the demands of the job and the skills that are needed. Investigation of job descriptions, person specifications and job advertisements will also help to set skills in context.

Holiday representatives are the face of the company and personal presentation is very important in projecting the company's image. It may be possible to obtain a copy of a representative's manual with a detailed breakdown of presentation standards. Learners can compare uniforms from websites and holiday brochures and could produce a classroom display along with their own interpretation of guidelines.

Delivery for learning outcome 3 will be dependent on whether or not learners have completed Unit 4. If not, tutors will need to give more detailed input on interpersonal skills. Plenty of time for practice should be allowed within the delivery schedule and learners will benefit from practical formative activities and feedback to support development of social, communication and presentation skills. These could include complaint role play, welcome meetings, transfer speeches, providing information and problem solving. If learners are going on educational visits they should be encouraged to take part in practical activities such as giving a commentary on a coach. A microphone should be available for giving a transfer speech and tutors may need to encourage learners to develop the confidence to use this over a period of time. Holiday representatives often need to provide information in writing. Holiday information books and notice boards are often preprinted by the tour operator but some smaller companies may expect the representative to produce their own. There is often a need to communicate in writing with, for example, the hotel reception or individual customers (details of a change of time for an excursion or about a change of room) and these must be clear, legible, accurate and in an appropriate format for the situation.

Sample documentation should be examined in class, such as lost property report forms, accident report forms and customer service reports. Guidelines for their accurate and factual completion should be given and learners should have the opportunity to practise using these in readiness for assessment.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and assessment requirements. What makes a good representative? Sharing good and bad practices.
Mind maps to link communication skills and methods, presentation skills and social skills to the role of holiday representative.
Producing charts of good and bad practices.
DVD – Holiday Representatives. Discuss role and skills.
Talk from guest speaker (holiday representative or recruitment team). Q & A, discussion session on importance of effective interpersonal skills.
Paired research into presentation standards, tour operator brochures, websites. Producing guidelines for presentation.

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Topic and suggested assignments/activities/assessment
Assignment 1: Have You Got What it Takes? (P1, P2, M1)
Feedback on assessment.
Input and practical activities on microphone technique.   Agreeing content of a transfer speech – practice.
Input and practical activities on welcome meetings.   Agreeing content of a welcome meeting – practice.
Input and practical activities on written communication.   Agreeing type of written communication – practice.
Input and practical activities on complaint handling.   Procedures for handling a complaint.   Identification of documentation. Guidelines for completion.   Practise handling complaints and completing documentation.
Input and practical activities on dealing with lost property, accidents, requesting information etc.   Identification of documentation. Guidelines for completion.
Assignment 2: Reps in Action (P3, P4, M2, D1)
Feedback on assessment and unit review.

Assessment guidance

The grading criteria can be grouped together to enable learners to expand on one criterion in order to gain higher grades. The links are as follows: P1, P2 and M1; P3, P4, M2 and D1. Where possible learners should be encouraged and given opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Centres should design their assessment strategies to meet a range of individual needs and the local work environment. Assessment should encourage the learner to apply knowledge gained from this unit and reflect on understanding gained from other units.

P1, P2, M1

For P1, learners must briefly describe all communication skills, social skills and presentation skills listed in the unit content. The descriptions do not have to be in depth but they must be supported by relevant examples and should also address all listed methods of communication, including formal, informal, written, face to face, using a microphone and non-verbal communication. All descriptions and examples must relate to the role of the holiday representative.

P2 lends itself to a sheet of guidelines for a representative's manual or instructions for training, and must include all items listed in the unit content and describe their importance. The guidelines must be relevant and reasonable for the role of holiday representative and should conform to typical business practices.

M1 is an extension of P1 and could be completed at the same time. Learners must now explain why effective interpersonal skills are important for the role of holiday representative, for example in making their guests feel welcome, reassuring them when things go wrong, providing information to enhance the holiday experience etc.

P3, P4, M2, D1

P3 involves practical activities in the role of holiday representative. Learners must deliver an arrival transfer speech to a group of 'holidaymakers' using a microphone. They may use a prepared transfer speech as a prompt. Learners must also deliver a welcome meeting to a group of holidaymakers using natural voice. Learners need to evidence a piece of written communication – this could be information or a message for a noticeboard or information book or an individual message for a customer. At pass level there may still be some areas for improvement in communication and presentation skills when delivering the transfer speech, the welcome meeting and the written communication. The welcome meeting should contain relevant information for holidaymakers at the start of their holiday, for example accommodation and resort information, safety information and details of the excursion programme. The written communication must be clear, legible, accurate and appropriate to the situation.

P4 is also a practical activity. Learners must respond to two given scenarios, including one complaint, for example, dealing with a customer reporting an accident and another customer making a complaint about food. Learners must demonstrate some social skills but there may be scope for improvement.

Evidence for M2 will show that the learner has demonstrated effective social, communication and presentation skills in all of the situations undertaken for P3 and P4. The skills are detailed within learning outcome 1. Learners will need to have demonstrated a more confident and stronger performance to achieve this higher grade.

For D1 learners must demonstrate using effective interpersonal skills across P3, P4 and M2 and analyse why it is important to the organisation that representatives have a high level of interpersonal skills: social, communication and presentation. Learners should present their analysis in written or verbal format.

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Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Have You Got What it Takes?	Working for overseas recruitment team. Presentation for assessment day.	Presentation on skills needed for holiday representatives.
P3, P4, M2, D1	Reps in Action.	Attending training for holiday representatives. Practical training tasks.	Role plays and practical tasks: • transfer speech • welcome meeting • piece of written communication • handling problem • handling complaint.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
The Role of the Overseas Resort Representative	Developing Customer Service Skills in Travel and Tourism	Customer Service in Travel and Tourism
Customer Service in Travel and Tourism	Overseas Holiday Operations	Entertainment for Holidaymakers
	Understanding Customer Service in Travel and Tourism	Working as a Children's Representative
		Working as a Holiday Representative

Suggested resources

Books

Brickell D, Kerr A, Lindsay V, Spencer C, Sutherland D and Sutherland J – *BTEC National in Travel and Tourism: Book 3* (Edexcel, 2007) ISBN 9781846907494

Dale G – *BTEC National Travel and Tourism: Student Book 2, 2nd Edition* (Heinemann, 2006) ISBN 9780435445898

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

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

Websites (*Relevant websites applicable to learner's home country*)

www.tuicareers.co.uk/workingProcess.html	Tour operator careers websites for property, transfer and children's representatives
www.firstchoice4jobs.co.uk	
www.olympicholidays.com/information/jobs	Campsite representatives
www.club18-30.com/recruitment	
www.canvasholidaysrecruitment.com	Ski representatives
www.holidaybreakjobs.com	
www.jobsinwinter.co.uk	General websites
www.pgl.co.uk/skijobs	
www.prospects.ac.uk/links/HolidayRep	
www.connexions-direct.com/JOBS4U	

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Unit 16: Exploring Travel Agency Operations

Level:	**SRF Level 2**
Notional Learning Hours:	**50**
Unit value:	**5**
SRF unit code:	**30806H**

This unit is internally assessed

Unit aim

The aim of this unit is to develop learners' knowledge of the role of travel agents within the travel and tourism sector. They will gain knowledge of travel agency operations by examining the process for booking holidays and the legislative responsibilities involved. Learners will develop practical skills by selecting and costing holiday packages.

Unit introduction

Many people use the services of a travel agent when booking a holiday or making travel arrangements for business or leisure purposes. There are travel agents on most high streets and also at large out-of-town hypermarkets. Learners will investigate independent travel agents, those linked to the large integrated organisations, consortia, multiples and other types of travel agents, including the more recent trends towards home workers and e-travel agents.

Like other component industries in the travel and tourism sector, retail travel agents are affected by changing trends. Learners will examine the current retail travel environment. They will find that trends such as home internet bookings have influenced the way that travel agents operate and they will investigate how travel agents have responded to these trends.

Learners will examine how individual travel agents offer different types of products and services and use different methods to generate revenue. They will follow the booking cycle and learn about the legal and regulatory framework that underpins travel agency operations.

Much of the work of travel agents involves selling holidays to their customers. Learners will gain practical experience of using holiday brochures to select and cost package holidays and provide information to their customers.

Outcomes of learning

On completion of this unit a learner should:

1   Know the retail travel environment

2   Know about travel agency operations

3   Be able to cost overseas holiday packages.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the retail travel environment.	**M1** explain how recent trends have influenced the retail travel environment.	**D1** evaluate how travel agents have responded to recent trends.
P2 describe the products and services provided by travel agents to generate revenue. **P3** outline the booking cycle and legislative requirements for a standard package holiday booking.	**M2** explain how travel agents can maximise revenue from customers.	
P4 use brochures to select, cost and provide information on standard overseas package holidays with add-ons.		

Unit content

1 Know the retail travel environment

Travel agent:

- definition
- role
- place in chain of distribution

Types:

- leisure
- business
- mixed
- high street
- hypermarket
- implant
- integrated
- independent
- consortia
- multiples
- home working
- e-travel agents

Trends:

- e.g. traditional package to dynamic package, importance of add-on sales, impact of low-cost airlines, impact of home internet bookings (DIY packaging), changing job opportunities (traditional leisure, traditional business, home worker, e-agent)

2 Know about travel agency operations

Products and services offered:

- e.g. tour operator packages, flights, accommodation, tailor-made, insurance, currency, car hire

Generating revenue:

- via commission, mark-up, booking fee as agents of other operators e.g. hotels, tour operators, rail
- preferred operators

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- racking policies

- promotional initiatives e.g. low deposits, discounts

- promotions e.g. window displays, merchandise, using technology

Booking cycle:

- process and timeframes from enquiry to reservation to ticketing for package holiday bookings

- processing late deals

- role of front/back office systems e.g. CRS, viewdata

Working within legal and regulatory framework:

- Package Travel Regulations as related to travel agent e.g. passport, visa and health requirements, booking conditions and contractual obligations

- bonding organisations (role and purpose)

- trade associations e.g. the Travel Association (ABTA)

3 Be able to cost overseas holiday packages

Types of package holidays:

- e.g. short haul, long haul, accommodation types (hotel, apartment), transport options

Costing considerations:

- e.g. adults and children, under-occupancy supplements, flight supplements

Add-ons:

- e.g. travel insurance, airport parking, car hire, airport transfers, airport hotel, flight upgrade

Information:

- e.g. insurance, European Health Insurance Card (EHIC), passports, visas, travel health

Information for delivery staff

Essential requirements

Learners will need access to the internet and a wide range of holiday brochures for this unit. Trade press such as *Travel Trade Gazette* and *Travel Weekly* have many articles on retail travel.

Employer engagement and vocational contexts

Links with local retail agencies would be useful for visits and also guest speakers. Visits to several different types of travel agency would support delivery of this unit in order to appreciate the range of products and services they offer, their working practices, the technology used and how they operate.

Work experience or work placements could also be used to help learners develop understanding of travel agency operations.

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

- TT04 Assist customers prior to and after travelling
- TT06 Give customers a positive impression of yourself and your organisation
- TT08 Research travel and destination information
- TT13 Sell tourism-related products and services
- TT14 Identify and provide tourism-related information and advice
- TT49 Build and maintain face-to-face relationships with customers.

Delivery guidance

Most learners will have some awareness of the role of travel agents and a review of travel agents in the local area is a good starting point. Links with local retail agents will be invaluable, both in terms of providing guest speakers and for organising visits to see working practices at first hand.

Tutors should use the trade press to keep abreast of trends affecting travel agents. They will need to guide learners with examples of trends and the ways retail agents have responded. It could be useful to display relevant articles from the trade press in the classroom. Job advertisements in the trade press can be useful for research and initiating discussion on changing work patterns as they contain many vacancies for home workers etc.

Visits to travel agents, either independently or with the class, will enable learners to see the range of products available. Planned visits would be most useful to enable learners to find out about the booking cycle and to observe racking policies, find out about preferred operators, promotions etc. It would be useful for learners to design question sheets or worksheets to ensure all of the relevant content is addressed during the visits.

Tutors will need to explain how revenue is generated by travel agents in general terms. Although travel agents may be unwilling to divulge sensitive financial information such as commission levels and mark-up, learners should be made aware of typical strategies used to generate revenue.

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Legislation can be quite a dry subject and tutors could create activity sheets that will guide learners to the specific aspects of legislation and regulatory bodies for retail travel. Case studies that put the legislation and regulations into context will be useful and can make interesting reading.

Gaining confidence when using holiday brochures is important for employees in retail travel, and learners should be provided with regular opportunities to use brochures to select and cost holidays. Tutors should explain how under-occupancy supplements, child prices and flight supplements work and develop activities that incorporate these costing considerations.

Learners should research the EHIC or other appropriate body and also examine holiday insurance policies. Questions should be set for learners to check their ability to interpret insurance policies and conditions. Tutors should discuss the importance of customers taking adequate travel insurance as this is an important requirement for retail agents.

Activities should be set to find country-specific travel information and learners should access the FCO website to find out about health requirements, passports and visas for given scenarios.

Role-play situations can support *Unit 5: Developing Customer Service Skills in Travel and Tourism* and will help to prepare learners for assessment.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and assessment requirements. What is a travel agent? – defining the role and place in the chain of distribution. Local travel agents.
Paired work using travel press and internet to find examples of different types of travel agents. Discussion to clarify differences.
Tutor input on trends influencing retail travel environment.
Guest speaker to explain response to recent trends. Q & A session.
Review of changing job opportunities – articles and advertisements in trade press. Preparation for assessment.
Assignment 1: What's New in Retail? (P1, M1) Feedback on assessment.
Tutor input on ways of generating income.
Producing a simple flow chart of the booking cycle.
Paired work – worksheets to identify main legislative, regulatory requirements.

Topic and suggested assignments/activities/assessment
Producing a worksheet in preparation for a travel agency visit.
Visits to retail travel agent to examine products and services, ways of generating income and the booking cycle.
Producing class display following visit.
Visits to second retail travel agent to examine products and services, ways of generating income and the booking cycle.
Review of similarities and differences.
Preparation for assessment.
Assignment 2: Operating the Business (P2, P3, M2, D1)
Feedback on assessment.
Brochure work to select holidays and calculate holiday prices with flight supplements and add-ons.
Brochure work to select holidays and calculate holiday prices with adult and child prices and add-ons.
Brochure work to select holidays and calculate holiday prices with under-occupancy supplements and add-ons.
Paired research into EHIC and travel insurance. Review of travel insurance policies.
Internet research into passports, visas and travel health.
Practise role plays.
Preparation for assessment.
Assignment 3: Can I Help You? (P4)
Feedback on assessment and unit review.

Assessment guidance

The grading criteria can be grouped together to enable learners to expand on one criterion in order to gain higher grades. The links are as follows: P1 and M1; P2, P3, M2 and D1; P4. Where possible learners should be encouraged and given opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Centres should design their assessment strategies to meet a range of individual needs and the local work environment. Assessment should encourage the learner to apply knowledge gained from this unit and reflect on understanding gained from other units.

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P1, M1

To achieve P1, learners must define travel agents and their role, showing how they fit into the chain of distribution. Learners will need to differentiate between different types of travel agent, including leisure, business, mixed, high street, hypermarkets, implants, integrated, independent, consortia, multiples, home working and e-travel agents. They must also describe at least three recent trends affecting the retail travel environment. They may use some of the examples in the unit content or other more recent trends.

For M1, learners must select two trends and explain how they have influenced the retail travel environment, for example in the increase in home workers and the increase in travel agencies offering dynamic packaging.

P2, P3, M2, D1

To achieve P2, learners must describe the products and services offered by travel agents and ways of generating revenue. This could be a written description in general terms with examples relating to one or more selected travel agents. All listed ways of generating revenue should be included within the description.

The focus for P3 is on basic travel agency operations based on the booking cycle. This could be produced as an annotated flow chart showing stages of booking process and sample time-frames from enquiry to reservation, to ticketing for package holiday bookings, including processing late deals and the role of front- and back-office systems within the booking cycle. Legislative requirements should be outlined i.e. Package Travel Regulations as related to travel agents selling standard packages, for example passport, visa and health requirements, booking conditions and contractual obligations. These could form part of the flow chart. Learners must also demonstrate knowledge of the role and purpose of bonding organisations and trade associations such as ABTA – The Travel Association. This may be included at appropriate points within the flowchart or as a supplementary description.

M2 extends from P2. Learners must explain, with examples, how travel agents can maximise revenue. They should give examples of different strategies used by travel agents such as extending their opening hours, organising special promotional events.

D1 draws on evidence from learning outcomes 1 and 2 and should be evaluative in terms of making judgements relating to how travel agents have responded to recent trends. This could include changes to their product range, changing working patterns, booking methods, methods for generating revenue etc.

P4

For P4 learners should deal with two different scenarios for different types of holidays, e.g. short haul and long haul, using different types of accommodation and transport options. Each scenario must have a different add-on and at least one scenario must include specific costing considerations, e.g. child prices, applying under- occupancy supplements, flight supplements etc. Calculations must be accurate and clearly broken down. Relevant information must be provided to meet current legislative requirements, e.g. insurance, travel health, visas etc. Evidence for P4 could be linked to Unit 5: Developing Customer Service Skills in Travel and Tourism. They could be carried out as role plays and backed up with written proposals for the selected holidays and accurate cost breakdowns.

Detailed observation sheets should be completed to support achievement of criteria that have been evidenced by practical activities, e.g. role plays, presentations. These should clearly document how learners have achieved specific criteria and they should be supported by additional evidence such as preparatory notes, peer- and self-evaluations, posters, PowerPoint slides, itineraries etc. Observation sheets must be signed and dated by both assessor and learner.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	What's New in Retail?	Retail travel training officer – presentation to staff.	Presentation on the retail travel environment, influence of recent trends.
P2, P3, M2, D1	Operating the Business.	Retail travel training officer – producing training materials.	Producing part of a training manual.
P4	Can I Help You?	Working in a retail agency – dealing with customers.	Role plays – producing recommendations for holidays.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Recommending a Package Holiday	The UK Travel and Tourism Sector	Retail Travel Operations
Planning for a Job in Travel and Tourism	Development of the UK Travel and Tourism Sector	Business Travel Operations
	Developing Customer Service Skills in Travel and Tourism	
	European Holiday Destinations	
	Worldwide Holiday Destinations	
	Holiday Planning	

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Suggested resources

Books

Dale G – *BTEC National Travel and Tourism: Student Book 1, 2nd Edition* (Heinemann, 2006) ISBN 9780435445881

Holloway C – *The Business of Tourism, 7th Edition* (FT Prentice Hall, 2006) ISBN 9789780273701613

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

Kerr A, Lindsay V, Sutherland D and Sutherland J – *BTEC National in Travel and Tourism: Book 2* (Edexcel, 2007) ISBN 9780435445898

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Websites (*Relevant websites applicable to learner's home country*)

www.worldtravelguide.net	Columbus World Travel Guide
www.gazetteers.com (please note this website requires a licence)	Gazetteers, travel information
www.fco.gov.uk	Foreign and Commonwealth Office travel information
www.advantage4travel.com	Advantage Travel Consortia
www.worldchoice.co.uk/agents.php	
www.expedia.co.uk	Worldchoice Consortia
www.thomascook.com	Expedia
www.tuitravelplc.com	Thomas Cook
	TUI Travel

Unit 17: Overseas Holiday Operations

Level:	**SRF Level 2**
Notional Learning Hours:	**50**
Unit value:	**5**
SRF unit code:	**30807H**

This unit is internally assessed

Unit aim

The aim of this unit is to develop learners' knowledge of the different categories of overseas personnel and opportunities for careers and progression. They will gain knowledge and understanding of the roles and responsibilities of tour operators' personnel and the importance of teamwork in overseas holiday operations.

Unit introduction

Tour operators' overseas personnel have a crucial role to play in transforming holiday dreams into reality. For most holidaymakers it is the front-line staff who play the most transparent part, but there are other members of the team behind the scenes who also contribute to an efficient overseas holiday operation.

Learners will investigate opportunities for working overseas in different capacities with different types of tour operators and in different locations. They will learn about the many categories of staff and opportunities for promotion and progression.

The roles and responsibilities of the tour operator's overseas staff will be examined in detail, taking into account different staffing structures and types of holidays. Learners will be able to appreciate the wide range of duties involved and the importance of teamwork in order to manage the tasks effectively.

This unit will be of particular interest to those learners who aspire to work overseas.

Outcomes of learning

On completion of this unit a learner should:

1   Know about opportunities for working overseas

2   Know the roles and responsibilities of the overseas team

3   Understand the importance of teamwork in the overseas holiday environment.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline opportunities for working overseas. P2 identify opportunities for promotion and progression.	M1 compare the opportunities for overseas employment and progression with two tour operators.	
P3 describe the key roles of the overseas team. P4 outline the key responsibilities of the overseas team.	M2 explain how roles and responsibilities can differ when working for different types of tour operators overseas.	D1 assess the contribution of the overseas team to the success of the overseas holiday operations.
P5 explain the importance of teamwork in the overseas holiday environment.		

Unit content

1 Know about opportunities for working overseas

Different types of tour operator:

- e.g. summer sun, winter sports, mass market, specialist

Categories of overseas personnel:

- holiday representatives e.g. property representative, children's representative, transfer representative, entertainer, activity organiser, campsite representative, ski representative, chalet host
- supervisory and managers e.g. team leader, resort manager, area manager
- resort office staff e.g. office administrator

Promotion, progression and career opportunities:

- promotion opportunities e.g. representative, team leader, area manager, overseas manager
- career opportunities with different tour operators e.g. mass- market, vertically integrated, specialist; opportunities for progression into other roles e.g. health and safety, contracting, reservations, training and recruitment
- winter/summer opportunities
- transfers within integrated companies e.g. air cabin crew, travel agency operations

Different locations:

- e.g. summer and winter sun resorts (short and long haul), ski resorts, cruise ships, camp sites, city breaks, lakes and mountains

2 Know the roles and responsibilities of the overseas team

Key roles of the overseas team:

- providing the advertised holiday
- delivering excellent customer service
- promoting company image
- generating income for the company
- complying with health, safety and legal requirements
- meeting performance targets e.g. holiday questionnaires, appraisals

Key responsibilities of the overseas team:

- seasonal duties e.g. beginning of season, during season, end of season
- airport duties

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- transfers

- welcome meetings

- information books and boards

- sales e.g. excursions and car hire

- guiding and entertainment

- property visits

- administration and paperwork

- liquidation and calculating payments

- health and safety

- problem solving and complaint handling

- non-routine incidents e.g. illness, death, accidents, lost property, emergency situations

- stock control

- organising activities e.g. children's clubs

- managing groups

- category specific e.g. montage, de-montage, cleaning, entertainment

Differing structures in the overseas environment:
- working as part of a large team e.g. mass market operator

- working alone e.g. specialist tour operator

- differing demands on staff and responsibilities

3 Understand the importance of teamwork in the overseas holiday environment

Importance of teamwork:

- e.g. job satisfaction, support for colleagues in an overseas environment, collective responsibility, contribution to company sales and customer service targets, relationships with customers and colleagues, sharing best practice, staff morale, effect of poor teamwork

Information for delivery staff

Essential requirements

Access to the internet will be essential for research. Access to a tour operator's training manual for overseas staff would be very useful.

Employer engagement and vocational contexts

Presentations from the recruitment teams of major tour operators and talks from different categories of holiday representative will be useful to support delivery of this unit and to give a realistic insight into roles and responsibilities.

Work experience or work placements could also be used to help learners develop understanding.

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

● TT22 Contribute to supporting and developing colleagues.

Delivery guidance

Sharing experiences of holiday representatives is a good way to start this unit. Learners need to be aware of the different categories of overseas personnel and these can be linked to different types of tour operators, such as ski representatives and chalet hosts for winter sports.

Learners could use recruitment websites to carry out research into the different categories of overseas personnel employed by selected tour operators, but they may need tutor input to establish typical resort structures and progression routes within and outside organisations. Input from a guest speaker can be very useful to provide this information as it is often kept 'in-house'. They could also provide information on the key roles of the resort team. It is essential that tutors plug any necessary gaps so that learners have sufficient background information for assessment purposes.

Many tour operators have detailed recruitment websites containing job descriptions and person specifications. Learners will need to access these in order to identify the key responsibilities of the members of the overseas team. DVDs of holiday programmes should be used where available to bring the different roles alive.

Learners could work in small groups to coordinate all of the information they can find on responsibilities of the overseas team. From this they could produce an 'A week in the life of' account of duties for different categories of representatives. Between the different groups they should try to address all of the duties in the unit content in order to produce comprehensive definitive job descriptions for different positions.

Some tour operators host road shows or are prepared to visit groups of learners to talk about career opportunities. This is another useful source of information.

Tutors should select different types of tour operators for comparison so that learners are able to see that there are different structures overseas, with some representatives supported by full offices and an established hierarchy while others may work in relative isolation. Campsite operators have a different structure overseas and the roles and responsibilities of their overseas staff differ from the mass market summer sun operators. These will provide useful comparisons to support assessment.

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Teamwork is very important to the success of the overseas operation and a general DVD on teamwork may help to identify some of the benefits. Through discussion these could be applied to the overseas holiday environment.

With the increasing number of people making independent holiday arrangements, there has been some discussion about the future of overseas representatives. Learners could debate whether or not overseas staff are essential for a successful holiday and this will help them to assess the contribution of the overseas team to the success of overseas holiday operations.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and assessment requirements. Sharing experiences of different categories of holiday representatives. Identification of other types of overseas personnel.
Paired research into overseas career opportunities with selected tour operators. Discuss findings.
Research into typical resort structures, progression routes within and outside the organisations. Compiling charts to show sample progression routes.
Discussion on career opportunities overseas and identification of differences between different types of tour operators.
Preparation for assessment.
Assignment 1: Opportunities Galore (P1, P2, M1) Feedback on assessment.
Introduction to assignment 2. Brainstorming – key roles of the overseas team. In pairs, how roles might be achieved. Discuss.
Reviewing job descriptions to identify seasonal duties – beginning of the season, during season and end of season.
Holiday Airport DVD to highlight airport duties. Sharing experiences of airport transfers.
Group work – 'A week in the life of a holiday representative' – highlighting responsibilities as per unit content.
Individuals or pairs research different responsibilities. Produce a group job description for holiday representatives.

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Topic and suggested assignments/activities/assessment
Talk from a holiday representative. Q & A.
Research into roles of other overseas personnel. Discuss findings.
Directed research into positions with different types of tour operators. Extension activity to identify differences between operators.
Discussion on teamwork and its importance for the overseas operation. Teamwork DVD.
Debate on overseas staff: 'Are they necessary for a successful holiday?'
Preparation for assessment.
Assignment 2: A Great Team (P3, P4, P5, M2, D1)
Feedback on assessment and unit review.

Assessment guidance

The grading criteria can be grouped together to enable learners to expand on one criterion in order to gain higher grades. The links are as follows: P1, P2 and M1; P3, P4, P5, M2 and D1. Where possible, learners should be encouraged and given opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Centres should design their assessment strategies to meet a range of individual needs and the local work environment. Assessment should encourage the learner to apply knowledge gained from this unit and reflect on understanding gained from other units.

P1, P2, M1

To achieve P1, learners must produce an outline of the different categories of overseas personnel employed by different types of tour operators in different locations, including holiday representatives, supervisors and managers, and office staff in different locations.

For P2, learners must identify opportunities for promotion and progression. This could be completed in the form of a series of annotated charts showing possible progression opportunities within the resort team, career opportunities with different tour operators, opportunities for progression into other roles, winter/summer opportunities and transfers within integrated companies.

To achieve M1, learners must compare the opportunities for overseas employment and progression with two tour operators. They should choose the two operators carefully so that there is plenty of scope to identify similarities and differences. Selecting a large integrated tour operator as one choice would allow the learner to highlight the opportunities for employment within the integrated company, for example as cabin crew or in retail travel, as well as scope for promotion and progression overseas. If the second choice is a smaller tour operator, they would not be able to offer the same opportunities within the organisation.

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P3, P4, P5, M2, D1

For P3, learners must describe key roles of the overseas team and this must include a pertinent description of all items listed in the unit content.

P4 includes a very wide range of key responsibilities. Learners must outline all of these, with a simple summary of what each responsibility involves. For example how holiday and transfer representatives carry out airport duties which involve meeting and greeting customers at the airport, checking their names against the arrivals sheets and directing them to the waiting transfer coach or transport. They will also deal with any issues arising at the airport, such as missing baggage. On the return journey they will help to direct customers to the correct check-in desk, ensure customers have the correct documentation, deal with flight delays etc. Reference should be made to differing structures where they affect responsibility.

For P5, learners will explain why teamwork is important to the overseas operation. This could acknowledge that teamwork brings collective responsibility which can bring job satisfaction and increased morale. Learners will show how a good team will work to common goals to achieve targets such as customer service and sales targets and how team members can support one another and share good practices, highlighting, for example, the differences in welcome meetings and providing information, as well as the category specific differences such as montage/de-montage and cleaning that are carried out by many campsite personnel.

The evidence for M2 could highlight differing roles and responsibilities of staff working as part of a large team and those working predominantly alone, perhaps with a small specialist tour operator where the team is spread wider. For example, when working with a large operator responsibilities can be shared whereas representatives working for a smaller tour operator may have to shoulder greater responsibilities. A representative with a smaller tour operator may have to deal with all illness and hospitalisation, whereas a larger tour operator would have staff on hand to carry out hospital visits etc. Learners could also explain how the roles and responsibilities differ when working for campsite operators rather than for a mainstream tour operator, highlighting, for example, the differences in welcome meetings and providing information, as well as the category-specific differences such as montage and cleaning that are carried out by many campsite personnel.

For D1, learners must assess the contribution of the overseas team to the success of the overseas operation. This will include aspects such as quality, customer satisfaction etc. and they could quote from tour operators' literature where appropriate. They could support their assessment by explaining what could go wrong if overseas personnel did not carry out their roles and responsibilities effectively.

Detailed observation sheets should be completed to support achievement of criteria that have been evidenced by practical activities, for example role plays, presentations. These should clearly document how learners have achieved specific criteria and they should be supported by additional evidence such as preparatory notes, peer- and self-evaluations, posters, PowerPoint slides, itineraries etc. Observation sheets must be signed and dated by both assessor and learner.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Opportunities Galore.	You are working for a recruitment consultancy and have been asked to present information on overseas employment opportunities.	Presentation on opportunities for working overseas.
P3, P4, P5, M2, D1	A Great Team.	You are working for the overseas training team for a large tour operator and have been asked to prepare a training manual.	Materials for inclusion in a training manual for overseas personnel.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualification

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
The Role of the Overseas Resort Representative	Preparing for Employment in Travel and Tourism	Preparing for Employment in Travel and Tourism
Planning for a Job in Travel and Tourism	Interpersonal Skills for Holiday Representatives	Working as a Holiday Representative
		Working as a Children's Representative

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Suggested resources

Books

Brickell D, Kerr A, Lindsay V, Spencer C, Sutherland D and Sutherland J – *BTEC National in Travel and Tourism: Book 3* (Edexcel, 2007) ISBN 9781405868099

Dale G – *BTEC National Travel and Tourism: Student Book 2, 2nd Edition* (Heinemann, 2006) ISBN 9780435445898

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

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

Websites (*Relevant websites applicable to learner's home country*)

www.tuicareers.co.uk/workingProcess.html	Tour operator careers websites for property, transfer and children's representatives
www.firstchoice4jobs.co.uk	
www.olympicholidays.com/information/jobs	
www.canvasholidaysrecruitment.com	Campsite representatives
www.holidaybreakjobs.com	Ski representatives
www.jobsinwinter.co.uk	General websites
www.pgl.co.uk/skijobs	
www.prospects.ac.uk/links/HolidayRep	
www.connexions-direct.com/JOBS4U	

Unit 18: Introduction to Cruise Operations

Level: **SRF Level 2**

Notional Learning Hours: **50**

Unit value: **5**

SRF unit code: **30808H**

This unit is internally assessed

Unit aim

The aim of this unit is to develop knowledge of the cruise industry. Learners will identify the main cruise areas of the world, their locations and the kinds of cruises they offer. They will gain knowledge of different types of cruises and ships, and develop their skills to select suitable cruises to meet customer needs.

Unit introduction

The cruise industry today is almost unrecognisable from the early days of cruising when huge liners crossed the world's oceans. Cruising has become one of the fastest growing industries in the travel and tourism sector, and taking a cruise has become the preferred holiday option for many holidaymakers.

The cruise areas of the world are very diverse in what they can offer the traveller. There are opportunities to sail into the icy landscapes of Alaska and Antarctica or, in contrast, take in the sunny islands of the Caribbean or the ancient wonders of the Nile. Learners will identify the main cruise areas of the world. They will examine typical itineraries and ports of call to help them to select suitable cruises to meet customer needs.

Learners will examine different types of cruises to help them to appreciate the choices available to customers for long and short cruise holidays, special interests, standards of luxury, and formal or informal options.

Recent ship launches have added a new dimension to cruising, with super ships offering incredible facilities to cater for increasingly demanding customers. Learners will review different types of ships, comparing their size, facilities and general appeal to help them to match specific ships and cruises to different types of customers.

Outcomes of learning

On completion of this unit a learner should:

1   Be able to locate major cruise areas of the world

2   Understand different types of cruises, ships and the facilities they offer

3   Be able to select cruises to meet specific customer needs.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 locate major cruise areas of the world and their ports of call.		
P2 describe different types of cruises.	**M1** compare two cruises on two different ships in a selected cruise area for two different target markets.	**D1** evaluate the attraction of the selected cruises for different target markets.
P3 review ships and explain how the facilities they offer suit different target markets.		
P4 select suitable cruises to meet specific customer needs.	**M2** explain how the selected cruises meet specific customer needs.	

Unit content

1 Be able to locate major cruise areas of the world

Major cruise areas:

- e.g. eastern Mediterranean, western Mediterranean, eastern Caribbean, western Caribbean and Florida, eastern USA, western USA, Baltic, Norwegian Fjords and North Cape, UK, Black Sea, Alaska, Far East, Nile

Ports of call:

- e.g. Naples, Rhodes, Nassau, St Lucia, Ft Lauderdale, New York, San Francisco, St Petersburg, Bergen, Lerwick, Odessa, Glacier Bay, Singapore, Port Said

2 Understand different types of cruises, ships and the facilities they offer

Types of cruises:

- e.g. fly-cruise, round-the-world-cruise, mini-cruise, river cruise, luxury cruise, special interest cruise, transatlantic cruise (liners)

Ships:

- owners and operators
- age
- tonnage
- design features e.g. balconies, deck layouts
- passenger-staff-ratio (PSR)
- passenger-crew-ratio (PCR)

Facilities:

- accommodation range e.g. standard inside cabins, superior outside cabins with balconies, suites
- entertainment areas and programmes
- restaurants (serviced and self-service)
- bars
- sport, leisure and fitness facilities
- children's areas
- spa
- other e.g. shops, deck areas

Target markets:

- e.g. families, couples, by age, socio-economic group

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3 Be able to select cruises to meet specific customer needs

Cruise:

- cruise line

- ship

- itineraries and ports of call

- shore excursions

- on-board facilities and services

- cost

- dates

- cabin type

Customers:

- e.g. couples, families, singles, groups, age profile

Customer needs:

- e.g. formal, informal, budget, time of year, duration, special occasion, special interests, type of cabin, facilities, size of ship

Information for delivery staff

Essential requirements

Cruise brochures, atlases, DVDs and access to the internet will be essential for independent research. Many cruise brochures are supplied with complementary promotional DVDs.

Employer engagement and vocational contexts

It would be beneficial to form a link with a local cruise specialist travel agency and either visit the agency or ask them to provide a guest speaker. It would be beneficial to link with a cruise operator which uses a UK port as an embarkation point or as a port of call to ask whether learners could visit the ship while it is in port.

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

- TT08 Research travel and destination information.

Delivery guidance

A DVD showing a typical cruise would help to set the scene for this unit as many learners may not have been on a cruise holiday. Many cruise lines include promotional DVDs with their brochures, and TV travel channels regularly feature cruise holidays to give an insight into the world of cruising.

Learners need to develop an awareness of different cruise areas of the world and what would attract people to cruises in those areas. Maps showing cruise areas can be found in the Columbus travel atlases but, in addition, tutors should ensure they have a good selection of cruise brochures available in order to give a visual insight into what the areas have to offer. Learners could work in small groups, each taking a different cruise area to examine in more detail, including sample itineraries, ports of call and opportunities for shore excursions. They should present their findings to the rest of the class and this could lead to useful discussions on the main attractions of the different cruise areas.

Tutors should give some input into the different types of cruises available and set class tasks for learners to research these in more detail and find relevant examples. This will naturally introduce learners to different cruise lines and their ships. Tutors may need to dispel any myths that cruising is only for the very rich and learners should be introduced to various cruise lines and ships that target different types of customers.

Brochures, DVDs, websites and talks from guest speakers will help learners to find out about different types of ships and the facilities they have to offer. Tutors will need to explain about tonnage, PSR and PCR, how these are calculated and their relevance when selecting a cruise. It would be helpful to study some ships together as a class to identify design features and view deck plans so that learners are better prepared for independent research.

Learners could then carry out individual research into a selected ship and help to make up a class display giving facts and figures about individual ships, their facilities and their cruise programmes for the current year. A large wall map could be annotated to show where different cruise ships are on a given date. This will help to illustrate the global nature of the cruise industry.

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Tutors should introduce extension activities to support learners working towards higher grades. These could include class activities to identify similarities and differences between different cruises in a selected area and discussing how they might appeal to different target markets.

Pen portraits are useful for learners to gain experience of using cruise brochures and websites to select cruises to meet specific customer needs. Tutors should ensure pen portraits would provide opportunities to research different types of cruises in different cruise areas and for different types of customers. Learners could design checklists to ensure that they have taken account of customer needs when selecting specific cruises. Role play can be linked to *Unit 5: Developing Customer Service Skills in Travel and Tourism* and learners could take it in turn acting as cruise consultant, customer and giving feedback as an observer.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and assessment requirements.   DVD to set the scene.   Using cruise brochures and maps to identify major cruise areas of the world.
Class activity – working in small groups to research different cruise areas, ports of call and shore excursions.
Groups prepare illustrated poster and present their cruise area to the class.   Discuss main attractions of the different cruise areas.
Preparation for assessment.
Assignment 1: Cruise World (P1)   Feedback on assessment.
Class activity – using brochures and the internet to identify different cruise lines and types of cruises.   Discuss findings.
DVD on a selected ship. Tutor input to show size, PSR, PCR, design features, facilities etc.   Discuss appeal of the ship for different target markets.
Individual work to research and prepare a display on a selected ship and the itineraries for the current year.
Worksheet to identify appeal of other ships using class displays.
DVDs featuring contrasting ships or guest speaker.   Identifying similarities and differences – appeal for different target markets.
Formative extension activity to compare two cruises on two different ships in one area. Discuss findings from perspective of different target markets.
Preparation for assessment.

Topic and suggested assignments/activities/assessment
Assignment 2: Which Cruise? (P2, P3, M1, D1)
Feedback on assessment.
Brochure work to find cruises to meet specific customer needs.
Role plays to practise using brochures and websites to find brochures.
Responding to an email enquiry to find a cruise to meet customer needs. Send reply explaining how the selected cruise meets customer needs.
Preparation for assessment.
Assignment 3: All in a Day's Work (P4, M2)
Feedback on assessment and unit review.

Assessment guidance

The assessment criteria shown in the assessment and grading criteria grid can be grouped together to enable learners to expand on one criterion in order gain higher grades. The links are as follows: P1; P2, P3, M1 and D1; P4 and M2. Where possible learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Centres should design their assessment strategies to meet a range of individual needs and the local work environment. Assessment should encourage the learners to apply knowledge gained from this unit and reflect on understanding gained from other units.

P1

For P1, learners must locate five cruise areas, each in a different part of the world, and at least three ports of call in each area. They may use atlases and brochures and should accurately locate the cruise areas and ports of call on a blank world map or series of maps. The cruise areas and ports of call must be clearly labelled.

P2, P3, M1, D1

For P2, learners must describe five different types of cruises, providing an example of each. Learners should detail the main features of the type of cruise, for example how fly-cruises involve the passengers travelling by air to and from their own country to the embarkation port, although some fly- cruises involve flying only one leg Most Caribbean cruises are fly cruise, many of them starting from Florida. Learners should try to spread their cruise examples around the cruise areas of the world.

To achieve P3, learners must review two significantly different ships. They should include all of the prescribed content including owners and operators, age, tonnage, design features (eg number of decks, balconies), PSR and PCR. They should review all facilities, explaining their appeal for different target markets.

For M1, learners should compare two cruises on two different ships in the same cruise area. For example two cruises in the western Mediterranean could be compared, one on board a luxury ship, for example one of the ships of Silversea Cruises, and the other on a more modest ship, for example one of the ships of

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Thomson Cruises. Learners should compare the two itineraries, ports of call, shore excursions, features of the ships for example design, decks, age, tonnage and the facilities, highlighting similarities and differences. Learners may use ships that have been described as part of P3 if they wish.

For D1, learners must make some judgements on different aspects of the two cruises in relation to how they would attract target markets; for example a smaller, quieter ship might be more suitable for older people whereas a larger, more informal ship might appeal to families, the more budget conscious and those new to cruising markets. Responses will vary depending on the cruises selected for M1.

P4, M2

Tutors should set pen portraits for P4. There should be two different pen portraits and learners must recommend two cruises for each. This is a practical activity that could be carried out as role plays in travel agency scenarios. A typical pen portrait might be a family with two active teenage children wanting a seven-night cruise during the school summer holiday. They don't mind which cruise area they travel to and are happy to share a cabin to keep costs down. Their total budget is £3000. Learners would need to select two cruises to meet this brief. They must provide details of the cruise lines, ships, itineraries and ports of call, shore excursions, on-board facilities and services, cost, dates and cabin type, along with any other factors that would appeal to them as a family. A second scenario will be needed to complete P4.

In order to achieve M2, learners must explain how the two cruises selected for each scenario meet the stated needs of the customers. They should highlight the positive features of each cruise (ship, itinerary etc.), drawing attention to any differences between the two to enable the customer to make an informed choice.

Detailed observation sheets should be completed to support achievement of criteria that have been evidenced by practical activities, e.g. role plays, presentations. These should clearly document how learners have achieved specific criteria and they should be supported by additional evidence such as preparatory notes, peer- and self-evaluations, posters, PowerPoint slides, itineraries etc. Observation sheets must be signed and dated by both assessor and learner.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1	Cruise World.	You are working for a cruise specialist travel agent and carrying out an induction task as a new member of staff.	Produce map of main cruise areas of the world and ports of call.

Criteria covered	Assignment title	Scenario	Assessment method
P2 P3 M1 D1	Which Cruise?	You are working for a cruise specialist travel agent and have been asked to prepare a display for a cruise exhibition.	Annotated display on types of cruises and ships, comparing cruises and evaluating attraction for different target markets.
P4 M2	All in a Day's Work.	You are working for a cruise specialist travel agent and dealing with cruise enquiries.	Role play supported by written proposals.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC in Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Customer Service in Travel and Tourism	Understanding Customer Service in Travel and Tourism	Investigating the Cruise Sector
	Understanding the Nature and Effects of World Travel	Customer Service in Travel and Tourism
	Worldwide Holiday Destinations	Long-haul Travel Destinations

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Suggested resources

Books

BTEC First Travel Atlas (Columbus, 2006) ISBN 1-84690-005-0

Dale G – *BTEC National Travel and Tourism: Student Book 1, 2nd Edition* (Heinemann, 2006) ISBN 043544588X

Dickinson B and Vladimir A – *Selling the Sea: An Inside Look at the Cruise Industry, 2nd Edition* (Wiley, 2007) ISBN 978 0471749184

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

Kerr A, Lindsay V, Sutherland D and Sutherland J – *BTEC National in Travel and Tourism: Book 2* (Edexcel, 2007) ISBN 9781405868082

Journals

Cruise Industry News Quarterly – available online (www.cruiseindustrynews.com)

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Websites (*Relevant websites applicable to learner's home country*)

	Cruise line websites
www.cunard.co.uk	Cunard
www.oceanvillageholidays.co.uk	Ocean Village
www.costacruises.co.uk	Costa
www.pocruises.com	P & O
www.ncl.co.uk	Norwegian Cruise Line
www.carnivalcruise.co.uk	Carnival
	Cruise retailers
www.thomascook.com/cruise/lines	Thomas Cook
www.cruiseline.co.uk	Cruise Line

Unit 19: Planning a Trip to a Visitor Attraction

Level:	**SRF Level 1**
Notional Learning Hours:	**40**
Unit value:	**4**
SRF unit code:	**30809H**

This unit is internally assessed

Unit aim

This unit aims to develop learners' understanding of the requirements and processes which need to be followed in order to plan a day trip for customers. Learners will develop their knowledge of visitor attractions both in their local area and in their country. They will develop work-related skills by planning a trip to a visitor attraction.

Unit introduction

Planning visits to meet customer requirements is an important skill in the travel and tourism industry. In this unit learners will develop the skills needed to plan a day trip.

Learners will need to research which attractions would be appropriate for particular visitors and will produce an itinerary for the planned visit, including transport, accommodation if needed and a schedule to be followed. They will also cost the visit. Learners will be able to develop their planning skills when putting together a schedule for the trip, and their numerical skills when costing the trip.

Once the itinerary has been completed, learners will practise their communication skills by presenting the information. It can be presented in different ways, for example in writing, by email, on the telephone or face to face.

Outcomes of learning

On completion of this unit a learner should:

1   Understand which attraction would be most appropriate for a given visitor

2   Be able to plan an itinerary for a day trip showing details and costings

3   Be able to present the itinerary.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand which attraction would be most appropriate for a given visitor.	1.1 assess which would be the most appropriate attraction for a given visitor.
2 Be able to plan an itinerary for a day trip showing details and costings.	2.1 plan an itinerary schedule for a day trip. 2.2 calculate the cost of the trip using whole numbers. 2.3 record the cost of the trip.
3 Be able to present the itinerary.	3.1 present information about the itinerary demonstrating communication skills for a given customer.

Unit content

1 Understand which attractions would be most appropriate for a given visitor

Viability:

- any given constraints
- distance
- journey time
- departure time
- arrival time
- cost, e.g. transport, entrance fee
- indoor environment
- outdoor environment

Visitor type:

- visitors, e.g. elderly, school/college groups, tourists, families

2 Be able to plan an itinerary for a day trip showing details and costings

Itinerary:

- date
- destination
- transport
- activities to be completed, e.g. guided tour, walks, eating, free time
- schedule to be followed

Costs:

- show individual components, e.g. transport, entry fee, accommodation, group discount, tax, total, deposit needed, balance required and by when
- calculations, e.g. addition, subtraction, multiplication
- recording results clearly and accurately

Constraints:

- types of constraint, e.g. distance, budget, date, number of people, departure and arrival point, any special requirements
- timeline for booking process

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3 Be able to present the itinerary

Format:

- types of format, e.g. PowerPoint presentation, written document, giving information over the telephone

Information to be included:

- date
- destination
- transport
- timings
- scheduled activities
- cost

Communication skills:

- clear
- appropriate for customer
- accurate grammar, accurate spelling and punctuation (if written)

Information for delivery staff

Essential requirements

Learners will need access to the following:

- visitor attraction leaflets
- guides
- access to visitor attraction websites.

Delivery guidance

Learners should carry out as much practical-based learning as possible. A wide range of delivery methods can be used including tutorials, presentations, videos, worksheets and research using the internet.

For learning outcome 1, learners need to access information about different visitor attractions. This could be completed by researching on the internet, contacting attractions by phone, collecting leaflets or by visiting the attraction or interviewing people who have visited. To save time and to generate ideas the tutor could issue learners with information about a number of visitor attractions. Learners will need to decide which attractions are most suitable for given visitor types, and the use of case studies and/or role-play exercises giving different scenarios might be useful.

For learning outcome 2, learners should be issued with example itineraries and be allowed time to practise producing different itineraries and gain understanding of the different parts. Learners should be able to practise producing itineraries and build confidence in completing a range of itineraries for given scenarios. Learners could word process their itineraries to help them develop their IT skills. This will also help them make changes as they go along.

Time should be allocated for the costings aspect and learners should be able to practise costing a trip using given examples. The costing could be presented using a simple spreadsheet or other types of written format. Learners will be able to understand and use addition, subtraction and multiplication and complete the calculations using whole numbers. Ideally, this should be up to £100 or equivalent in another currency to meet the requirements of Entry 3 Functional Skills in Mathematics.

For learning outcome 3, learners should present information on an itinerary for a day trip to a tourist attraction for a given customer. Learners could look at examples of itineraries from brochures or websites. Learners may choose to present the itinerary for the visit as a PowerPoint presentation or as a written document – both methods of presenting the information require learners to communicate clearly and they may need some practice. For example learners should be given practice time to rehearse the presentation, or role-play exercises could be used to allow learners to practise giving the information over the telephone.

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Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and content overview.   Tutor led discussion – 'What are visitor attractions?' 'Why are some suitable for different people?'.   Small group research – research a number of visitor attractions using the internet, local or national press, with visits to tourist information centres to find leaflets if possible.   Practical – tutors to provide case studies of different types of customer. In small groups learners identify which attractions would be the most suitable for them. Learners then feed back to the rest of the group.   Tutor-led discussion on suitability of different attractions to different visitors to reinforce knowledge.   Assessment – learners to recommend a visitor attraction according to a scenario provided by the tutor (learning outcome 1).
Case studies – a number of itineraries for visits for which learners need to comment on what is good and what may cause problems. Who would the itinerary be suitable for, for example children, adults, the elderly.   Practical – in small groups learners practise putting itineraries together.   Case studies – a number of costings for visits, with different aspects missing. Learners should comment on what is missing, what difference it makes to the overall cost.   Practical – in small groups learners practise calculating costings for a day trip based on their itineraries. Assessment – learners produce a plan for an itinerary for a day trip and calculate the cost of the trip. The workings out and final cost should be recorded (learning outcome 2, learning outcome 3).
Assessment evaluation, unit review and feedback.

Assessment guidance

For assessment criterion 1.1, learners need to be able to suggest the most suitable attraction for different visitor types. Learners could do this by completing a table analysing the attractions and the most suited visitor type. Alternatively, question and answer sessions could be carried out with the tutor.

For assessment criteria 2.1–2.3, learners need to be able to plan an itinerary showing details and costings. Having completed practice examples and developed confidence learners will be able to plan an itinerary schedule for 2.1 and cost the itinerary for 2.2 and 2.3. Learners could be provided with proformas for this purpose. The costings exercise should be presented clearly to show where each calculation type has taken place. This could be presented on a spreadsheet with formulas or presented in other written formats. Learners could complete a self-assessment checklist where they record the contribution they made as a team member and how and when they used group working skills.

For 3.1, learners must be able to present the information from an itinerary – learners could present this using verbal or written methods of communication either in a one-to-one situation with the tutor or in front of the class. Evidence could include witness testimonies or observation reports which will need to be retained for verification purposes. Alternatively, learners can set the itinerary out in writing, for example in a letter or an email.

Suggested resources

Books

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005) ISBN 9780435446314

Websites (*Relevant websites applicable to learner's home country*)

www.expedia.co.uk	Expedia – information on travel, hotels and holidays
www.nationalexpress.com	National Express – information on coach and rail travel in UK
www.nationalrail.com	National Rail – information on rail travel in UK
www.trailfinders.com	Trailfinders – information on worldwide travel
www.tripadvisor.co.uk	Trip Advisor – information on travel, hotels and holiday includes free travel guides

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Unit 20: Travel and Tourism Group Project

Level: **SRF Level 1**

Notional Learning Hours: **40**

Unit value: **4**

SRF unit code: **30810H**

This unit is internally assessed

Unit aim

This unit will help learners develop work-related skills by giving them the opportunity to work with others to find out about an aspect of travel and tourism.

Unit introduction

Learners will be introduced to a range of travel and tourism topics and work with members of a group to research a topic that interests them.

Throughout this unit learners will have the opportunity to develop the team working skills essential for working in travel and tourism, including communication skills, self-management and problem-solving skills.

Outcomes of learning

On completion of this unit a learner should:

1   Be able to find out about an aspect of travel and tourism

2   Be able to demonstrate work-related skills in presenting the information as a team member

3   Be able to assess own work-related skills in researching an aspect of travel and tourism.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to find out about an aspect of travel and tourism.	1.1 plan the aspect of travel and tourism to be researched.
	1.2 work as part of a team to research information.
2 Be able to demonstrate work-related skills in presenting the information as a team member.	2.1 use communication skills to present information clearly and accurately.
	2.2 make a positive contribution as a team member.
	2.3 use self-management skills to meet deadlines and solve problems.
3 Be able to assess own work-related skills in researching an aspect of travel and tourism.	3.1 assess own work-related skills in researching an aspect of travel and tourism.

Unit content

1 Be able to find out about an aspect of travel and tourism

Aspects of travel and tourism:

- different types of holiday, e.g. within UK, abroad, special interest, activity holidays
- visitor attractions, e.g. towns, countryside, seaside
- attractions, facilities available, accommodation, transport links
- job roles available in particular tourist attraction or facility, e.g. airport

Research:

- using internet search engines, questionnaires, interviews
- collecting evidence, confidentiality

Teamwork:

- helping other team members, contributing ideas, cooperating, negotiating, persuading, respecting the contribution of others

2 Be able to demonstrate work-related skills in presenting the information as a team member

Communication skills:

- different ways of communicating, e.g. applying literacy skills, producing clear and accurate records, producing clear and accurate PowerPoint slides/handouts for presentation
- listening and questioning skills

Team member:

- contributing as a team member, e.g. helping other team members, contributing ideas, cooperating, negotiating, persuading, respecting others

Self-management:

- self-management skills, e.g. flexibility, organising self, accepting responsibility
- meeting agreed deadlines, e.g. completing all set tasks, completing tasks on time

Problem solving:

- recognising problems, e.g. equipment for presentation not available/not working, making suggestions on how to solve problems, thinking creatively to solve problems

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3 Be able to assess own work-related skills in researching an aspect of travel and tourism

Assess own work:

- constructive feedback from colleagues/tutor/line manager

- areas of strength and weakness

- setting targets for further development

Information for delivery staff

Essential requirements

There are no essential resources for this unit.

Delivery guidance

This unit has been designed to enable learners to develop their team working skills by working in groups to research an aspect of travel and tourism.

The tutor could start delivering the unit introducing a wide range of possible topics to act as a stimulus to help learners select a topic that interests them.

Tutors could use a wide range of techniques, including presentations, practical workshops, external trips and guest speakers to stimulate learner interest. Additional resources can include local newspapers, journals, videos, DVDs and case studies.

Learners should be involved in selecting the aspect of travel and tourism for their team to research. Teams could be made up of three to five people.

In small groups learners can discuss and analyse appropriate methods to use when researching aspects of travel and tourism and then report back to the rest of the group.

In their group, learners can discuss possible tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios. Learners could agree an action plan which involves contributions from all team members.

Learners will need a mixture of tutor support and individual research to complete their agreed tasks. This may include suggestions by the tutor of suitable websites, appropriate methods for obtaining relevant information and helpful local organisations and personnel who could be contacted.

Learners could work in teams to design a checklist to record when and how they used work-related skills during planning, researching and presenting their research.

Presentation of the team's research to the whole group provides an opportunity for individuals to demonstrate their communication skills and make a positive contribution as a team member. The whole group could be involved in peer assessment of communication skills, which would be helpful when completing a self-assessment of their work-related skills for learning outcome 3.

Learners should analyse their own performance in the team task for learning outcome 3, using evidence from their checklist. Learners should concentrate on their own work-related skills as a member of the team rather than how well the team outcome was achieved. Ways for learners to develop work-related skills could be explored through tutorials.

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Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and content overview.
Tutor-led discussion – What makes a good team? What roles are there within a team?
Group activity – ground rules for teamwork.
Team-building activities.
Tutor-led discussion on what is involved in a group project, e.g. what information to gather, how to gather information, how to present the information, timescales and team roles.
Activity – work-related skills design a format to log communication skills and their contribution as a team member.
Tutor-led discussion on possible topics to research.
Small-group tutorial to select a topic to research from a given list and agree deadlines (if learners are particularly interested in a topic not on the list, this may also be acceptable).
Assessment – group work – plan research including allocation of individual tasks (learning outcome 1). Tutor-led discussion on self-management skills, e.g. managing time, solving problems.
Activity – work-related skills add the self-management skills to the log. Small group work – gather information for group project.
Small group tutorials on a regular basis to monitor progress. Work on presentation for group project.
Present information.
Assessment – ongoing recording of work-related skills. One-to-one tutorials to review own work-related skills (learning outcome 2, learning outcome 3).
Assessment feedback, review and evaluation of unit.

Assessment guidance

For assessment criterion 1.1, learners will need to outline the aspect of travel and tourism they have chosen to investigate with the group. How the team negotiated and planned the tasks, the methods chosen to find the relevant information, the tasks allocated to individual team members and the contribution of individuals may be presented in the form of a record of group discussions.

To meet the requirements of 1.2, the contribution of individuals to the research and allocated tasks will need to be identified and assessed. This could be through witness testimonies, peer group or tutor assessment. Documentation for both 1.1 and 1.2 will need to be retained for internal and external verification.

The evidence for 2.1 will depend on the presentation method chosen by the group. This could be in the form of a short talk, a poster, PowerPoint slides, or a leaflet. The communication skills used by individuals will need to be assessed. This can be evidenced through witness testimonies, peer group assessment, and/or one-to-one discussions with the tutor/line manager. Documentation will need to be retained for internal and external verification.

Learners could complete a self-assessment checklist where they record the contribution they made as a team member, how and when they used self-management skills, when they met deadlines agreed by the team and situations when they used problem-solving skills to meet 2.2 and 2.3.

This checklist will then be a valuable source of evidence for 3.1 when learners are required to assess their own work-related skills. This criterion may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Suggested resources

Websites (*Relevant websites applicable to learner's home country*)

www.britainandirelandevent.co.uk	British Travel Trade Fair
www.enjoyengland.com	National Tourist Boards
www.reedtravelexhibitions.com	Reed Travel Exhibitions
www.visitbritain.com	National Tourist Board promoting UK overseas
www.wtmlondon.com	World Travel Market

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Unit 21: Work Experience in Travel and Tourism

Level:	**SRF Level 1**
Notional Learning Hours:	**40**
Unit value:	**4**
SRF unit code:	**30811H**
This unit is internally assessed	

Unit aim

This unit aims to give learners an idea of what it would be like to work in the travel and tourism industry. They will gain experience of the work undertaken and learn the necessary skills, knowledge and understanding required for the industry.

Unit introduction

This unit gives learners the opportunity to complete work experience within the travel and tourism industry. The unit will help learners to understand the demands of the travel and tourism industry and the types of work that may be available to them. Work experience will also focus learners on the industry and help them decide if it is the right industry for them. Learners will be able to develop their communication and customer service skills.

Learners will be encouraged to seek work experience and work together with their tutors and programme coordinators to find a suitable placement within the industry. Learners will develop research skills to find out about the organisation where they are going to complete their placement. Learners will need to discuss their placements with tutors so that achievable objectives can be set.

The placement should be approximately three to four days or equivalent and not usually be a nine to five position. Learners may be introduced to different working patterns to fit in with the industry's working hours.

Learners will be required to review their experiences on their return, identifying the good and bad points and the value of their experiences. This assessment can be presented to the group so that learners find out about each others' placements.

Outcomes of learning

On completion of this unit a learner should:

1   Know about the company or organisation where they plan to do the work placement

2   Know what they are expected to do whilst on placement

3   Be able to carry out a period of work experience

4   Understand the purpose of work placement.

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about the company or organisation where they plan to do the work placement.	1.1 describe the company or organisation where they plan to do the work placement.
2 Know what they are expected to do whilst on placement.	2.1 discuss and set achievable targets for the placement with tutor.
3 Be able to carry out a period of work experience.	3.1 carry out a period of work experience.
4 Understand the purpose of work placement.	4.1 review the placement and present findings to others.

Unit content

1 Know about the company or organisation where they plan to do the work placement

Placement:

- type of placement, e.g. travel agency, tour operator, airport, tourist information centre, visitor attraction, museum, art centre, fun fair, theme park, heritage centre, hotel, gift shop

Other factors:

- location
- journey time/distance
- working hours
- availability
- appropriate mentor
- skills required
- own skills
- strengths and weaknesses
- career prospects/aspirations

2 Know what they are expected to do whilst on placement

Objectives:

- skills to be developed
- knowledge to be developed
- goals to be achieved

How to achieve objectives:

- method of placement, e.g. application process, letter to accept/decline
- induction
- supervisor
- daily pattern
- routine/tasks to be undertaken
- uniform requirements
- visit from school/college scheduled

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3 Be able to carry out a period of work experience

Duties:

- tasks to be completed
- communication methods
- team work
- customer related tasks
- punctuality
- attendance
- time keeping
- job limitations, e.g. job role, codes of conduct, legislation

Placement diary:

- record of placement, e.g. daily log, diary, portfolio

4 Understand the purpose of work placement

Review:

- suitability, tasks completed, skills developed, knowledge developed, personal development, strengths and weaknesses, conclusion in relation to career aspirations, recommendations for future, benefit to self/employer/organisation

Presentation:

- type, e.g. PowerPoint, oral, written, display, OHT slides, other use of IT facilities

Information for delivery staff

Essential requirements

It is essential that learners have access to the internet in order to find information about their work placement. Access to a school or college employer database is also essential.

An interview prior to the placement would be good practice.

Delivery guidance

Before going on placement, learners will need to develop their knowledge about the organisation. Learners will need access to the internet to find out about the company where they plan to do the placement. Alternatively, this could be issued from the tutor or work placement provider.

A detailed discussion with the tutor is essential to ensure that learners understand what they are expected to achieve from the placement. This would be a good time to set objectives which can be used in learners' review of the placement. The type of goals that may be set would be daily duties, attendance, punctuality, knowledge and skills development.

Learners should be supported whilst attending placement and a tutor visit would be beneficial. Learners should be encouraged to treat this as a proper job and are expected to report absence to both the placement provider and their centre.

Learners need to review their placement and prepare a suitable presentation for their colleagues.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and content overview.
Tutor led discussion – 'What is a work placement?' 'What is expected of learners on work placement?'
Practical – create a poster of expectations of work placement.
Individual research – learners find out about the organisation where they plan to do their work placement.
Practical – tutor-supported creation of targets and objectives for work placement.
Practical – write a letter to accept or decline placement to the provider.
Assessment – ask and respond to questions about placement, their expectations and targets and expectations of them during placement (learning outcome 1, learning outcome 2).

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Topic and suggested assignments/activities/assessment
Practical – undertake work placement. Assessment – tutor observations, placement providers report of placement (learning outcome 3).
Tutor-led discussion – review of work placement. Practical – use checklist of targets and objective from learning outcomes 1 and 2 to assess placement. Assessment – presentation of placement and review of placement (learning outcome 4).
Assessment evaluation, unit review and feedback.

Assessment guidance

For assessment criterion 1.1, learners will need access to the internet or to be provided with relevant information from their tutor or work placement so that they are able to describe the company where they plan to complete their work placement. Learners must show evidence of their knowledge of the company through discussion or question and answer session with the tutor, a presentation or written description.

For 2.1, a set discussion time should be allocated where learners meet their tutor to discuss their placement and what it is hoped they will achieve. Clear objectives should be set as a result of the discussion.

For 3.1, learners need to have a secure work placement which they are to attend for a period of three to four days. A tutor visit is recommended to assess learners' progress.

For 4.1, learners need to review their work placement and present it in a suitable format to their colleagues. It could be completed by written description or discussion with question and answer session, either with the tutor or peers so that everyone learns about everyone's experience.

Suggested resources

Books

Ferguson Publishing – *Careers in Focus: Travel & Hospitality, 2nd Edition* (Ferguson Publishing Company, 2002) ISBN 9780894344329

Ferguson Publishing – *Preparing for a Career in Travel & Hospitality* (Ferguson Publishing Company, 2006) ISBN 9780894342530

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005) ISBN 9780435446314

Sharon D and Summers J – *Great Careers for People Interested in Travel and Tourism* (Kogan Page, 1997) ISBN 9780749422905

Websites (*Relevant websites applicable to learner's home country*)

www.fish4jobs.com	Job search websites
www.totaljobs.com	Specialist job search websites for the travel and tourism industry
www.traveljobsearch.com	
www.travelweeklyjobs.co.uk	

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Unit 22: Hospitality Operations in Travel and Tourism

Level:	**SRF Level 3**
Notional Learning Hours:	**50**
Unit value:	**5**
SRF unit code:	**30813H**
This unit is internally assessed	

Unit aim

The aim of this unit is to develop learners' knowledge of hospitality providers within the travel and tourism sector, and the products and services they offer to meet different customer expectations. Learners will develop skills in the planning of hospitality provision and gain an understanding of the factors affecting hospitality operations.

Unit introduction

Hospitality is an important element of travel and tourism. Tourism often involves an overnight stay which requires accommodation and catering. The provision of food and beverage as secondary products in travel and tourism organisations has increased in importance to maximise income generation. Examples include airlines selling food and drink on board and tourist attractions providing cafes and restaurants.

The hospitality products and services of a travel and tourism organisation can be a means of attracting customers or of offering superior customer service. They offer a means of differentiating from competitors. For example, a customer may choose a particular airline because its in-flight catering is better than a competitor's flying the same route. In this unit, learners will find out about the wide range of hospitality providers in the travel and tourism industry and their products and services.

A hospitality organisation must meet customer expectations in order to succeed in a competitive business, so learners will consider the expectations of different types of customers, and how hospitality providers meet these expectations.

Learners will have the opportunity to develop their creativity and apply their understanding of customer expectations by planning hospitality provision for a travel and tourism organisation. They will also explore factors that affect hospitality and the ways in which organisations have responded to these.

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Outcomes of learning

On completion of this unit a learner should:

1 Know the products and services offered by hospitality providers to meet customer expectations

2 Be able to plan hospitality provision in a travel and tourism context

3 Understand factors affecting hospitality operations in travel and tourism organisations

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Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 describe different types of hospitality providers and the products and services they offer to meet differing customer expectations.	**M1** compare how two selected hospitality providers meet the expectations of different types of customers through the provision of products and services.	**D1** recommend, with justification, new or enhanced products and services that could be provided by a selected hospitality provider to complement current provision.
P2 produce a plan for hospitality provision in a travel and tourism context.	**M2** explain how the plan for hospitality provision meets the needs of the travel and tourism organisation's customers.	
P3 explain how internal and external factors affect hospitality operations in travel and tourism organisations.	**M3** assess how hospitality operations in travel and tourism organisations have responded to internal and external factors.	

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Unit content

1 Know the products and services offered by hospitality providers to meet customer expectations

Types of provision:

- as a main business e.g. hotels, guest houses, restaurants, holiday centres, camp sites, caravan parks

- as an additional service e.g. airlines, conference and exhibitions, attractions

Products and services:

- core, e.g. food, drink, accommodation

- to meet specific needs, e.g. children's menus, vegetarian menus, family seating, adjoining rooms, valet parking

Customer expectations:

- level of service

- range of products and services provided

- location

- accessibility

- availability

- quality

- speed of service

- level of hygiene

- value for money

- classification, e.g. AA, Michelin, tourist board

Customer types:

- e.g. family, solo travellers, corporate, special needs, group

2 Be able to plan hospitality provision in a travel and tourism context

Hospitality provision:

- e.g. catering provision, accommodation provision

Context:

- e.g. for an attraction, travel agency, tourist information centre, festival, event, transport operator

Plan:

● e.g. theme, furnishing, level of service, location, size, name, layout (front and back of house), customer flows, products and services

3 Understand factors affecting hospitality operations in travel and tourism organisations

Internal factors:

● e.g. products and services offered, brands, pricing strategies, promotional strategies, location, image, appeal (to target customers)

External factors:

● e.g. legislation, economy, availability of skilled workforce, competition, accessibility, proximity to markets, trend for healthy eating

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Information for delivery staff

Essential requirements

Learners must have access to the internet throughout their studies.

Employer engagement and vocational contexts

Learners will benefit from employers' engagement in the delivery and/or assessment of the unit. Tutors therefore need to approach employers early in the planning stages of the programme in order to try to initiate sustained engagement. Employers could help, for example, with the planning of unit delivery, or provision of visits and guest speakers. They could also help to design assessment tasks.

Visits to and talks by hospitality providers will support delivery of this unit.

Work experience or work placements could also be used to help learners develop understanding of hospitality operations.

Delivery guidance

Most learners will have experience of buying or using hospitality products and services and this can be the basis of initial discussion to identify different types of hospitality providers and to share both good and bad experiences of provision. It is likely that learners will have already been introduced to the concept of products and services through completion of one or more other units in the Travel and Tourism suite. This experience will help them to explore products and services in a hospitality context.

Learners could then explore hospitality provision in their locality by visiting local providers or inviting guest speakers. They could also carry out internet research into the range of products and services provided by hospitality organisations. This initial research could be undertaken in groups, with each group producing a display about the products and services of a different type of hospitality provider.

Whole-group discussion would then ensure that learners appreciate the whole spectrum of hospitality provision and give them sufficient knowledge to gain the pass grade. Learners should understand how to compare different organisations to achieve the higher grades, looking at similarities and differences and why these occur. Learners could be provided with scenarios or pen portraits of different types of customers. From these, learners could discuss customer expectations. They could also write their own scenarios from a series of expectations provided. Using the scenarios, learners could determine the type and features of hospitality provision that can meet the expectations stated.

Many hospitality providers offer a range of brands to suit the expectations of different types of customers. Case studies can be provided for learners, for example, within the Accor group, the Ibis, Novotel and Sofitel brands appeal to different types of customers. This type of differentiation can be explored through arranged visits, case study or internet research.

A local visit would allow learners to observe how service is provided to customers. The focus of the visit could be on conducting a mystery shopper exercise or some type of assessment checklist. The discussion that would take place in developing relevant documentation would further assist learners to develop their understanding of this topic.

In learning outcome 2, learners have an opportunity to develop their creative skills in planning hospitality provision. They will first need to know about the design of other facilities. Visits to hospitality providers could help learners with understanding why particular layouts and designs for hospitality provision are chosen. Learners should be encouraged to plan something feasible, for example, the introduction of a cafe in a conservatory at a stately home, or a camping area at a pop festival with catering facilities. Learners should be given flipchart paper and pens to help them plan. Where possible, they could use computer software to design facilities.

For learning outcome 3, learners should carry out research into the current factors affecting hospitality providers. They will need access to trade journals, newspapers and internet. This learning outcome could be introduced early in the unit with learners given a specific provider to monitor throughout the unit. They could then undertake a regular review of how internal and external factors are affecting their given organisation. They could be asked to give a presentation or be involved in small group discussions on a regular basis.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit.   Sharing personal experiences of hospitality providers, their products and services.
Introduction to Assignment 1: Local Hospitality Provision.   Discussion of hospitality providers – primary function hospitality e.g. hotel groups and brands.
Case studies on hotel branding and the differences in products and services.
DVD plus questions/discussion on service e.g. *The Hotel Inspector*.
Hospitality as a secondary service – examples and discussion.
Research into local providers.   Produce worksheet for visits.   Visits to local providers, complete worksheet.
Case study and discussion on different types of customers and their expectations.
Practice with pen portraits and determining which types of products and services meet requirements.
Working in pairs to compare provision and making recommendations for new or enhanced products and services.

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Topic and suggested assignments/activities/assessment
Assignment 1: Local Hospitality Provision (P1, M1, D1)
Feedback on assessment.
Introduction to Assignment 2 Planning Provision.
Survey of hospitality provision looking at key factors e.g. student refectory, facilities at railway station or local airport.
Discussion on findings and agreement of key factors to consider when planning.
Individual research prior to planning hospitality.
Assignment 2: Planning Provision (P2, M2)
Feedback on assessment.
Introduction to assignment 3.
Discussion on internal and external factors that affect hospitality operations – introduction to factors by tutor.
Case study – organisation and how external factors currently affect it – use PEST.
Guest speaker – how a hospitality provider has responded to internal and external factors.
Research for assignment.
Assignment 3: The Hospitality Environment (P3, M3)
Feedback on assessment and unit review.

Assessment guidance

The assessment criteria shown in the grading grid can be grouped together to enable learners to expand on one criterion in order gain higher grades. The links are as follows: P1, M1 and D1; P2 and M2; P3 and M3. Where possible learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

P1, M1, D1

For P1, learners must provide a brief description of different types of hospitality provider, and then select two providers where hospitality is their main business, for example a hotel and a restaurant, and also two providers where hospitality is an additional service, for example an airline and a visitor attraction. For each of these they must describe the core hospitality products and services and those provided to meet specific needs, for example children's menus and family seating. They should comment on how the products and services meet the expectations of different types of customers. The evidence must be clearly descriptive and not a series of bullet points.

For M1, the products and services of two selected organisations must be compared. Similarities and differences should not only be identified but also explained, for example why are they the same, why are they different, and these must be linked to how they meet customer expectations. Learners should be guided in their selection of

organisations to ensure they are able to gain enough information to make valid comparisons. It must be clear that learners are making comparisons rather than describing the products and services provided. The same organisations as those considered for P1 may be used for this criterion.

For D1, learners must show how they have used their understanding of the needs of different types of customers to recommend new or enhanced products and services that would complement the current provision for one of their selected organisations. The proposals could be targeted at a new type of customer, or provide an alternative or enhancement to provision for current customers. Proposals should be clearly justified in relation to the needs of different types of customers. An example could be that many people have high expectations of choice and quality in food service with increased awareness of the need to eat healthily. The theme park could improve its catering provision for those interested in healthy options by having a range of fresh salads available. Many people would be prepared to pay more for freshly made salads, and these would improve the variety on the menu which currently depends on burgers. A range of smoothies with names based on the rides in the attraction is also recommended to appeal to the children's market.

Examples of evidence for P1, M1 and D1 could be in the form of a presentation to the management of the organisations studied. If oral presentation evidence is submitted, assessors will need to submit a comprehensive observation record of learner performance, showing clearly how the criteria have been met, and focusing on their depth of description, clear reasoning shown in comparisons made and justification of recommendations. Any supporting evidence, such as visual aids or research notes, should also be submitted.

P2, M2

For P2, learners should plan new or modified hospitality provision in a travel and tourism context. This can be within an existing organisation, or an event such as a festival, or a case study can be used. Learners should provide a plan; it should show the location of the provision, customer flows and layout of provision. There will be some spatial awareness shown. Whilst the plan should be clear, learners are not assessed for their artistic ability but on the feasibility of their design and consideration of aspects such as space, customer flows, theme and other areas that are included in unit content.

For M2, the plan must be explained. The explanation will focus on their reasons for inclusion of all aspects of the design. The reasons should link to meeting the needs of the organisation's customers. The description and explanation can be presented in writing or orally. This evidence could be in the form of a report to a manager of the travel and tourism organisation. Oral presentations must be supported by observation sheets signed by the assessor detailing how criteria have been met.

P3, M3

P3 requires an explanation of at least two internal and two external factors affecting hospitality provision in general. Learners should be able to clearly show they are able to differentiate between internal and external factors. To demonstrate understanding learners must explain how their selected factors affect hospitality provision in specific types of travel and tourism organisations.

For M3, learners should focus on the actions that hospitality providers have taken as a result of internal and external factors. This should follow on from explanations given in P3. Learners should focus on hospitality in general, using real examples they have researched where appropriate. For example, if the effect of the economy has

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been one of the factors addressed for P3, learners could now cite different examples of how specific hotels, restaurants etc. have reduced prices and come up with other initiatives in order to stimulate bookings (as fewer people spend money on leisure trips during an economic recession). They could also assess how businesses have been forced to close during a recession. Copies or examples of promotional materials, press cuttings etc. could be included to support the assessment.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Local Hospitality Provision.	Working for a selected hospitality provider – looking at the local competition. Investigation into providers of hospitality in the local area, products and services offered, types of customers and how their expectations are met.	Group research and presentation with individual contributions documented and assessed.
P2, M2	Planning Provision.	Working for a selected hospitality provider – proposing a new hospitality provision.	Presentation of plan.
P3, M3	The Hospitality Environment.	Working for a selected hospitality provider – reviewing factors affecting provision.	Article for hospitality publication.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Work Experience in Travel and Tourism	Preparing for Employment in Travel and Tourism	Preparing for Employment in Travel and Tourism
	Developing Employability Skills for Travel and Tourism	Investigating the Travel and Tourism Sector
		Business Travel Operations
		Customer Service in Travel and Tourism
		Marketing Travel and Tourism Products and Services
		Work Experience in the Travel and Tourism Sector
		Researching Current Issues in Travel and Tourism

This unit offers progression from the Level 2 BTECs in Travel and Tourism and progression to the Level 5 BTEC Higher Nationals in Travel and Tourism Management.

Suggested resources

Books

Dale G – *Level 3 BTEC National Travel and Tourism Student Book 1* (Edexcel, 2010) ISBN 9781846907272

Dale G – *Level 3 BTEC National Travel and Tourism Student Book 2* (Edexcel, 2010) ISBN 9781846907289

Dale G, Kelly M, King C and Jefferies M – *Level 3 BTEC National Travel and Tourism Teaching Resource Pack* (Edexcel, 2010) ISBN 9781846907296

Foskett D and Ceserani V – *The Theory of Catering, 11th Edition* (Hodder Arnold, 2007) ISBN 0340939262007

Holloway C – *The Business of Tourism, 7th Edition* (FT Prentice Hall, 2006) ISBN 027370161

Journals

Caterer and Hotelkeeper – Reed Business Information

Hospitality – Reed Business Information

The Hospitality Yearbook – HCIMA

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Annexes

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Annexe A: Calculation of the qualification grade

Generic examples of calculation of the qualification grade above pass grade

Pearson will automatically calculate the qualification grade for learners when unit grades are submitted by the centre.

The two tables below (which are also included in *Section 5: Assessment and grading*) are used to calculate the qualification grade above pass. The generic examples that follow the tables demonstrate how the tables are used.

Points available per unit value at specified unit grades and levels

The table below shows the number of points scored per unit value at the unit level and grade.

Unit level	Points per unit value		
	Pass	Merit	Distinction
Level 1	3	4	5
Level 2	**5**	**6**	**7**
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit or distinction or distinction* grade.

Qualification grade

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
Pearson BTEC International Level 2 Certificate	85–94	95–99	100 and above
Pearson BTEC International Level 2 Extended Certificate	170–189	190–199	200 and above
Pearson BTEC International Level 2 Diploma	340–379	380–399	400 and above

Generic examples

Please note the following examples are generic and are not based on the units included in this specification.

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Generic example 1

Achievement of pass qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a pass qualification grade and does not achieve the points to gain a merit grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Pass	5	5 × 5 = 25
Unit 2	2	5	Pass	5	5 × 5 = 25
Unit 3	2	5	Merit	6	5 × 6 = 30
Qualification grade totals		**15**	**Pass**		**80**

Generic example 2

Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Pass	5	5 × 5 = 25
Unit 2	2	5	Merit	6	5 × 6 = 30
Unit 3	2	5	Merit	6	5 × 6 = 30
Qualification grade totals		**15**	**Merit**		**85**

Generic example 3

Achievement of distinction qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a distinction qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	5 × 6 = 30
Unit 2	2	5	Merit	6	5 × 6 = 30
Unit 3	2	5	Distinction	7	5 × 7 = 35
Qualification grade totals		**15**	**Distinction**		**95**

Generic example 4

Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Extended Certificate, qualification value of 30, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	5 × 6 = 30
Unit 2	2	5	Pass	5	5 × 5 = 25
Unit 3	2	5	Distinction	7	5 × 7 = 35
Unit 6	2	10	Pass	5	10 x 5 = 50
Unit 8	3	5	Pass	7	5 x 7 = 35
Qualification grade totals		**30**	**Merit**		**175**

Generic example 5

Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Diploma, qualification value of 60, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	5 × 6 = 30
Unit 2	2	5	Pass	5	5 × 5 = 25
Unit 3	2	5	Distinction	7	5 × 7 = 35
Unit 6	2	10	Merit	6	10 x 6 = 60
Unit 9	1	5	Merit	4	5 x 4 = 20
Unit 10	2	10	Distinction	7	10 x 7 = 70
Unit 11	2	10	Merit	6	10 x 6 = 60
Unit 14	2	10	Merit	6	10 x 6 = 60
Qualification grade totals		**60**	**Merit**		**360**

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Annexe B: Grading domains – BTEC International Level 2 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
Application of knowledge and understanding (Learning outcome stem *understand* or *know*)	• Show depth of knowledge and development of understanding in given situations (for example explain why, make judgements based on analysis). • Apply and/or select relevant concepts. • Apply knowledge to different contexts. • Apply knowledge to non-routine contexts (ie assessor selection). • Make comparisons. • Show relationships between pass criteria.	• Synthesise knowledge and understanding across pass/merit criteria. • Evaluate concepts/ideas/actions. • Analyse/research and make recommendations. • Judge implications of application of knowledge/understanding. • Apply knowledge and understanding to complex activities/contexts.
Grading domain 2	**Indicative characteristics – merit**	**Indicative characteristics – distinction**
Development of practical and technical skills (Learning outcome stem *be able* to)	• Use advanced techniques/processes/ skills successfully. • Act under limited supervision/demonstrate independence (note: pass cannot require support). • Apply to non-routine activities. • Demonstrate within time and/or resource constraints. • Produce varied solutions (including non-routine). • Modify techniques/ processes to situations.	• Demonstrate creativity/originality/own ideas. • Apply skill(s) to achieve higher order outcome. • Select and use successfully from a range of advanced techniques/processes/skills. • Reflect on skill acquisition and application. • Justify application of skills/methods. • Make judgements about risks and limitations of techniques/processes. • Innovate or generate of application of techniques/processes for new situations.

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Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
Personal development for occupational roles (Any learning outcome stem)	• Take responsibility in planning and undertaking activities. • Review own development needs. • Find and use relevant information sources. • Act within a given work-related context showing understanding of responsibilities. • Identify responsibilities of employers to the community and the environment. • Apply qualities related to the vocational sector. • Internalise skills/attributes (creating confidence).	• Manage self to achieve outcomes successfully. • Plan for own learning and development through the activities. • Analyse and manipulates information to draw conclusions. • Apply initiative appropriately. • Assess how different work-related contexts or constraints would change performance. • Take decisions related to work contexts. • Apply divergent and lateral thinking in work-related contexts. • Understand interdependence.
Grading domain 4	**Indicative characteristics – merit**	**Indicative characteristics – distinction**
Application of generic skills (Any learning outcome stem)	• Communicate using appropriate technical/professional language. • Make judgements in contexts with explanations. • Explain how to contribute within a team. • Make adjustments to meet the needs/ expectations of others (negotiation skills). • Select and justify solutions for specified problems.	• Present self and communicates information to meet the needs of a typical audience. • Take decisions in contexts with justifications. • Produce outputs subject to time/ resource constraints. • Reflect on own contribution to working within a team. • Generate new or alternative solutions to specified problems.

Annexe C: National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Travel and Tourism against the underpinning knowledge of the Level 2 NVQ in Travel and Tourism Services, Level 2 NVQ in Travel Services, Level 3 NVQ in Tourism Services and Level 3 NVQ in Travel Services.

KEY

✓ indicates that the Pearson BTEC Level 2 qualifications cover all of the underpinning knowledge of the NVQ unit

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

	Units					
NVQs	**1**	**2**	**3**	**4**	**5**	**6**
Level 2 NVQ in Travel and Tourism Services (TT04, TT06, TT49)		✓			✓	

	Units					
NVQs	**7**	**8**	**9**	**10**	**11**	**12**
Level 2 NVQ in Travel and Tourism Services (TT05, TT06, TT08, TT13, TT19, TT49)			✓	✓	✓	✓

	Units					
NVQs	**13**	**14**	**15**	**16**	**17**	**18**
Level 2 NVQ in Travel and Tourism Services (TT04, TT06, TT08, TT13, TT14, TT20, TT22, TT28, TT30, TT49	✓		✓	✓	✓	✓

	Units					
NVQs	**19**	**20**	**21**	**22**	**23**	**24**	**25**
Level 3 NVQ in Travel and Tourism Services (TT07, TT35, TT38)				✓	✓	✓	

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