



Unit 15: Recruitment and Selection in Travel and Tourism

Delivery guidance

This optional unit gives you the opportunity to support learners in working towards employment in the travel and tourism industry when they complete their programme of study. It is a great way to motivate learners to explore employment opportunities across the globe and to prepare for the selection and recruitment process for a specific job role within the industry.

This unit combines theoretical and practical activities to help learners research the recruitment and selection process and to demonstrate personal and professional skills that will help them to secure employment within the travel and tourism sector.

Encourage learners to research and learn about the processes and procedures involved in recruitment and selection in different travel and tourism businesses.

Learners should look at the documentation they will need to prepare and explore the legal and ethical considerations that apply within your own country. Ideally, this should then be extended to consider locations in other countries with different legal and ethical considerations – you could select:

- somewhere that is a popular choice for learners from your country who may choose to work overseas; or
- somewhere with a very different perspective to your own country.

Either way, it should be clear to learners that these processes are not the same around the world. Learners should understand that, if they wish to work overseas, this unit could help them to investigate recruitment and selection in differing locations rather than providing a definitive worldwide guide.

Create opportunities for learners to practise and develop verbal and non-verbal communications skills. Use activities to help them to become effective participants in recruitment and selection interviews, and encourage them to reflect on their performance to identify and plan development for future improvements.

Each learner will need access to an internet-enabled computer in every lesson for the whole of this unit, as they will be undertaking independent research.

Approaching the unit

In this unit, learners will need to carry out independent research. All learning builds towards successful completion of the internal assessment and should be interesting and motivating. Include guidance sessions, explaining how to research effectively using reliable sources, maintain records of sources of information, and understand the importance of bookmarking useful websites.

Direct your learners to investigate a large- and a medium-sized travel and tourism organisation with accessible recruitment systems that will enable them to meet all the assessment requirements.

Learners will need access to recruitment and selection policies and practices from a range of travel and tourism businesses. Links with industry or human resource management practitioners will be very helpful; if possible, allow learners to visit relevant organisations or arrange for guest speakers.

Wherever possible, use local employers as guest speakers, mentors for learners, providers of work experience or to assist with assessment of role-plays and giving feedback. It is useful if you can make these connections with business before you start delivering the unit; this will allow you to incorporate suitable activities into your scheme of work.

Learners may have part-time employment or work experiences they can share, and this will be useful to support learning about working practices.

Global travel and tourism recruitment websites can be a useful source of short video clips and information about the latest vacancies across the globe. Search 'Progressive Travel Recruitment' for an example of this type of website.

International travel organisations, such as TUI, recruit globally and the TUI website is a useful and interesting resource with career sites in different languages.

Use class or small group discussions to generate interest about how effective recruitment processes can lead to a successful business. Richard Branson is well known in the industry for suggesting that staff are the most important resource in terms of organisational success; there are many articles and short videos that you may find useful to spark discussion.

You can embed videos in your sessions to create interest and demonstrate interview behaviours, both as the interviewer and the interviewee. There are many suitable videos on platforms such as YouTube.

There are opportunities for individual and collaborative presentations to develop interpersonal and presentation skills.

You can use case studies to illustrate the application of employment law, both locally and internationally. Suitable studies are available on employment law and human resource websites relevant to your country and situation.

When considering documentation (letters of application, job analysis, job descriptions, person specifications), encourage learners to bring an advertisement for a job they are interested in. They can then use this as a basis for all the activities in the session.

In preparation for the internal assessment, give learners opportunities to carry out research, develop analysis and written evaluation skills, and practise role-play activities.



Assessment model (in internally assessed units)

Learning aim	Key content areas	Recommended assessment approach
A Examine how effective recruitment and selection can contribute to organisational success in the travel and tourism industry	A1 Recruitment of staff A2 Recruitment and selection process A3 Ethical and legal considerations in the recruitment process	An evaluation of the role of the recruitment and selection process in contributing to the success of a travel and tourism organisation.
B Carry out recruitment activities to demonstrate the processes that can lead to a successful job offer in a travel and tourism related role	B1 Job applications B2 Taking part in interviews and using interview documents	Role-play of recruitment and selection activities in role of interviewer and interviewee, accompanied by documents for use in the recruitment and selection activities, evidenced by observation report signed by assessor. A reflective log evaluating own performance in recruitment and selection activities, including recommendations for own development in a travel and tourism related context.
C Reflect on own performance in the recruitment and selection process in a travel and tourism related role	C1 Reviewing personal performance C2 Using feedback and action planning	

Assessment guidance

This is an internally assessed unit that must be completed independently. You must be confident that learners are fully prepared to complete the assignment individually; they must fully understand:

- the assessment requirements
- the evidence they are required to produce
- the importance of managing their time and meeting set deadlines.

Each learner will need access to a (preferably internet-enabled) computer for every lesson within this unit.

Divide the assessment into separate logical sections with realistic timescales for completion and clear deadlines.

Learners must have access to a range of up-to-date websites and research material, so they can gather information about recruitment and selection processes within the travel and tourism industry.

To fully prepare learners for the assessment, you should:

- develop their ability to extract relevant information through independent research
- develop their ability to produce a reference list
- give them opportunities to produce documentation to be used in interview situations
- give them opportunities to practise role plays and seek feedback to improve their performance
- use SWOT analysis to analyse their own performance following role-play activities
- develop their analytical and evaluative skills.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 15: Recruitment and Selection in Travel and Tourism

Introduction

This unit aims to inspire learners to investigate an organisation and a job role, to explore the recruitment and selection processes within their chosen business.

If learners have completed other relevant units in the qualification (for example, *Unit 12: Investigating Overseas Working* or *Unit 14: The Cruise industry*), encourage them to share their learning from those units. Sections of this unit could also be linked with *Unit 13: Work Experience in Travel and Tourism*.

This is a practical unit, with the emphasis on learners demonstrating skills and competencies. It provides a platform for learners to develop skills and confidence that will help them to secure employment on completion of their programme of study.

You could approach this unit in several ways. However, it is structured to build on knowledge gained when investigating working practices in the recruitment and selection of staff in a selected organisation.

This effectively leads into learners being able to demonstrate these practices and evaluate their own performance and that of their peers.

Once you have addressed the underpinning knowledge and understanding for each learning aim, give learners tasks and activities to test their understanding and prepare them for assessment.

There are opportunities for collaborative working to develop interpersonal and teamwork skills. However, learners should also attempt some challenges individually, to prepare them for the assessment tasks.

Learning aim A: Examine how effective recruitment and selection can contribute to organisational success in the travel and tourism industry

- You could introduce learning aim A1 by leading a discussion on the importance for businesses of getting the right people for the organisation. Think about differences in company culture – for example, between budget airlines and scheduled airlines. Are there any differences between the job roles that require different skills?
- This could be a good time to introduce a short video or article from Richard Branson or a similar entrepreneur, about recruiting the right people for a business for successful growth of the organisation and staff integration.
- Consider different methods of recruitment. Compare jobcentres and agencies, types of advertisement, and ways in which recruitment has changed with the development of the internet. Learners could design their own recruitment advertisement.
- Explore the different reasons why a person may join a particular business – for example, travel, reputation, career prospects or staff benefits. Also consider why vacancies become available – for example, seasonal contracts, promotion, and progression across the industry. You could introduce learning aim A2 by asking learners to produce a flowchart showing the recruitment and selection stages for a specific business. Learners should present their completed flowcharts to the rest of the class.
- Ask learners to work individually or in pairs to research the recruitment and selection process for a specific job role within a specific organisation (for example, cabin crew working for Emirates).
- Encourage learners to keep a reference list **from the very first lesson**. Advise them to bring a folder and to file all their resources and reference materials in a logical order. Show learners how to reference materials they use from the internet and from paper-based sources. The Anglia Ruskin guide to referencing is very useful for this.

- If possible, arrange for visits from guest speakers to support the delivery of learning aim A3. These speakers should talk about ethical and legal considerations in the recruitment process in your country. Workplace professionals may also be able to help learners when designing documentation and completing letters and application forms.
- Lead discussions about legal and social issues concerning race, gender, disability, religion, age and other situations where discrimination – either positive or negative – may occur. Help learners develop awareness and sensitivity to both employee and employer situations.
- Consider other countries that have different policies and explore how this could influence the recruitment and selection process. Encourage learners to identify positive and negative impacts for different groups of people.
- Use case studies to identify good and bad practice and to investigate the implications of non-compliance. If possible, provide some case studies from your own country and some from other situations (for example, considering the recruitment processes of a cruise company or a large airline). Examples of non-compliance are available online – where employees bring charges against a company, this is often reported in the news.

Learning aim B: Carry out recruitment activities to demonstrate the processes that can lead to a successful job offer in a travel and tourism related role

- You could start the session and introduce learning aim B1 by handing out job adverts. Consider how effective they might be in attracting potential applicants and encourage learners to think about the placement of such adverts.
- Learners could search the internet and find job descriptions and person specifications for jobs they would be interested in applying for. They could do this in their own time and start the session by sharing their findings with the rest of the group.
- Advise your learners to select a job role and an organisation (**not** the one they will focus on for their summative assessment). They can then use this for all class activities in preparation for the summative assessment.
- Discuss documents related to job applications (for example, letters of application, application forms, covering letters). Consider when the different documents might be required.
- Ask learners to select a job advertisement from a local newspaper or the internet, relating to a job they would like to apply for. They should then write a letter to the employer requesting more information and an application form.
- Share copies of good and bad letters of application and completed application forms. Start a session by asking learners to highlight examples of good and bad practice within these documents, then discuss their ideas.
- Discuss the impact of application practices on whether you are offered an interview (e.g. handwriting legibility, use of ICT and layout, quality of spelling and grammar, details of work experience, use of appropriate vocabulary and technical language).
- If possible, provide hard copies of application forms and use them as the basis of a class activity. Ask learners to identify common themes in terms of skills and entry requirements within the travel and tourism industry – for example, customer service skills, sales experience, problem solving, etc.
- Spend some time on CV writing. Learners should prepare a CV in their own time, then share their work with others in the group, seeking and giving feedback to improve and develop their own CV.
- For learning aim B2, use group activities to simulate those commonly used in group interviews in the travel and tourism industry – for example, team building and communication activities. These activities should develop the skills required for interview situations:
 - body language and listening skills



- professional approaches, including dress and personal appearance
- use of professional language
- skills and attitudes of interviewer and interviewee
- manner and tone when asking or answering interview questions.
- Group activities can help to build rapport within the group, which will help learners to support each other during the summative assessment.
- Use role-play activities to help learners prepare for the interview process. Ensure learners prepare for an interview as both interviewer and interviewee and allow them to practise all the skills they will need.
- There are opportunities for collaborative work as learners prepare documentation for an interview, as both the interviewee and the interviewer. This documentation can be compared and discussed to identify best practice and improve the documents in preparation for the summative assessment.
- Encourage your learners to apply for a mock job role by submitting the relevant documentation. They can then look collectively at the applications, shortlist candidates for interview and prepare interview questions. Learners could use pseudonyms or invented names to make this less personal.
- Give learners lots of opportunities to practise role-play scenarios. These activities should always be followed with feedback sessions that naturally lead into evaluation and reflection.
- Video recordings of the role-play sessions can be useful for self-evaluation if learners are comfortable with this method. They should evaluate the interview questions used and the quality of the documents produced to ensure the most suitable candidate was chosen.

Learning aim C: Reflect on own performance in the recruitment and selection process in a travel and tourism related role

- For learning aim C1, encourage learners to keep a reflective log of their own performance, communication and document preparation. This could include videos or a diary with feedback sheets from their peers and tutors.
- For learning aim C2, each practical session should include some evaluation of the activity. After each practical session, ask learners to write one development point and one key strength they can share with the rest of the group. They should also consider ways in which they can improve, using SMART goals.
- Encourage learners to get into the habit of completing a reflective log after each session. Guide learners to analyse their performance rather than simply describing it and give them templates to help them do this, in preparation for the summative assessment. (The Business Balls website has lots of activities and templates for SWOT analysis, review, evaluation and setting SMART goals.)

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 4: Customer Service in Travel and Tourism
- Unit 5: Travel and Tourism Enterprise
- Unit 7: Sustainable Tourism

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International in Travel and Tourism. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Blanpain, R., Bisom-Rapp, S., Corbett, W., Josephs, H., Zimmer, M., *The Global Workplace: International and Comparative Employment Law – Cases and Materials*, Cambridge University Press, 2014, ISBN 978-1-107-66487-6) – useful for investigating employment law at a national level in nine different countries (the US, Canada, Mexico, the UK, Germany, France, China, Japan and India)

Brown, J. N., *The Complete Guide to Recruitment: A Step-by-step Approach to Selecting, Assessing and Hiring the Right People*, Kogan Page Limited, 2011, ISBN 978-0-749-45974-1 – a comprehensive, practical guide covering all aspects of the selection process

Videos

YouTube is a useful source of video clips showing interview skills

Websites

- Clyde & Co International Law Firm – a legal organisation that gives advice and solutions to local and international businesses, relating to global employment issues
- Progressive Travel Recruitment – this website provides up-to-date travel and tourism job vacancies around the world
- TUI – an example of a global tour operator with access to careers websites in different languages
- Anglia Ruskin University – search for Anglia Ruskin Harvard Referencing for a comprehensive downloadable guide on how to reference all types of material; this is generally considered to be one of the best guides for Harvard referencing. The Anglia Ruskin Harvard Referencing has been produced by the UK University – Anglia Ruskin University.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors' bookmark useful websites and consider enabling students to access them through the school/college intranet.