



Unit 12: Investigating Overseas Working

Delivery guidance

Approaching the unit

You could select this unit to help learners make informed decisions about career opportunities overseas. The aim of the unit is to inspire learners to explore both the seasonal and long-term opportunities that exist within tour operations. Your learners will gain a greater understanding of what is involved in different job roles for different tour operators overseas. There is potential for you to develop links within the industry that could enhance the delivery of the unit and broaden its appeal to learners.

If you have not had experience yourself within this sector, you should definitely include input from others who have worked, or who still work, in the global travel and tourism industry. This could include former learners, industry guest speakers and, where possible, a residential study visit organised in partnership with a tour operator overseas. It is also advantageous to invite tour operators to talk about overseas employment opportunities, and recruitment and selection processes. Alternatively, you could arrange a visit to an open assessment day.

Delivering the learning aims

Learning aim A

Learning aim A introduces learners to the world of tour operations. You should make sure learners understand what a tour operator does and the different types of tour operators and agents that exist. You can then go on to introduce the different types of job roles and linked responsibilities.

This learning aim will require learners to carry out some independent research and activities. You should ensure your own knowledge is up to date so that you can direct learners to the most current websites and use the most up-to-date information, as these are likely to change throughout the lifetime of the specification. While the basic role of the tour operator may be constant, types of tour operator differ widely both in terms of the products and the job opportunities they offer.

Online video clips work well to support both your own input and learner activities for this topic. They can help learners gain a knowledge and understanding of different job roles and related responsibilities – see the Resources section at the end of this document for examples. You can develop group activities and case studies around these videos to maximise learner engagement. You may also wish to include guest speakers in the early stages of delivery to inspire learners and spark their interest. Talks by former learners who have gone on to work within the industry overseas are helpful at this early stage. They offer the opportunity for current learners to ask questions and gain an insight into the different opportunities that exist.

You will need to be up to date with the status of tour operators in terms of integration, job opportunities and working practices, so that you can guide learners accurately in the formative stages leading up to assessment.

Learning aim B

Learning aim B has a practical emphasis where learners are required to demonstrate practical and applied skills. Consider the time needed to carry out internal assessments when planning delivery of the unit. This can take several learning hours, depending on the size of the group. Consider combining this with other units if possible – for example, Unit 4: Customer Service in Travel and Tourism. Use peer assessment, along with tutor feedback and videos to develop skills in the formative assessment stage.

You must ensure learners understand what skills they need before they have to demonstrate them. Input from you to showcase different examples – for example, the use of video clips and case studies – can work well along with knowledge of others' personal experiences. Where possible, use guest speakers to give real examples of how to offer effective customer service overseas, including selling products and services.

This topic includes the completion of customer service and financial documentation to a professional standard. You should cover what is required to meet 'a professional standard' and the reasons why this is necessary. Give activities in the formative stage to ensure learners can practise these standards. Tour operators may be contacted to give templates of their customer service documentation – for example, customer service reports or accident and incident reports. Alternatively, you could devise your own to include all necessary information.

Learning aim C

Learning aim C requires self-assessment and review. You must ensure learners have the skills necessary to be able to carry this out effectively before setting the summative assessment. Some learners may find it difficult to give and receive feedback. Use activities to ensure learners have the confidence and ability to participate positively in this process – see the Resources section (at the end of this document) for websites on mind tools and experiential learning.

Formative assessment could include group activities using peer feedback. Learners could watch videos of their own performance and complete a self-analysis. You could give learners templates and checklists to ensure they will address all of the required evidence to meet the learning aim.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Investigate different types of tour operators and agents, job roles and responsibilities involved in working overseas	A1 Different types of tour operators and agents and types of job roles relevant to working overseas A2 General job roles and responsibilities relevant to working overseas A3 Health, safety and security A4 Roles and responsibilities relevant to specific jobs when working overseas A5 The importance of customer service and sales to the customer experience and organisational success	A report or presentation evaluating the importance of the roles and responsibilities of overseas staff in ensuring successful customer service, including customer safety and overall organisational success.
B Demonstrate effective customer service and sales skills required to work overseas	B1 Customer service skills B2 Effective sales skills B3 Documentation	Role-play situations to demonstrate effective, professional customer service and sales skills with completion of associated documents.
C Review own skills, development and performance in customer service and sales situations	C1 Reflection and review of own performance	Evaluation of individual performance and an action plan using different methods of feedback to justify evaluation.

Assessment guidance

This is an internally assessed unit. You must be confident that learners are ready to complete assessment independently. They must fully understand the assessment requirements, the evidence they are required to produce, and the importance of managing their time and meeting the set deadlines.

You should divide the assessment into logical sections with realistic timescales for completion and clear deadlines. Learners must complete the assessment independently.

The assessment for learning aim A should take a holistic approach to the entire learning aim. This assessment lends itself well to a report or presentation. Learners must ensure they demonstrate an understanding of the differences between two different types of tour operators or agents working overseas in terms of staffing structures. Learners should be well prepared to use additional information such as reviews or data to support their evaluations.

The assessment for learning aim B will take the form of role-play situations to include the completion of documentation to mirror real situations. This assessment must include two role-play situations, one of which should be a complaint and the other a one-to-one sale of a product or service. This assessment could be recorded with a written 'Record of Practical Activity' (Observation Record) completed by the tutor for each individual learner. This will also give the evidence necessary to complete the assessment for learning aim C and you may choose to combine the two assessments.

The assessment for learning aim C takes the form of review, reflection and evaluation of the learner's own performance. Learners must use appropriate feedback when evaluating their own performance, such as tutor observation records, witness statements, peer-observation records and video recordings. Learners should use their reflections and evaluations to inform their personal skills development action plan.



Getting started

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

Unit 12: Investigating Overseas Working

Introduction

This unit gives an opportunity to enthuse learners about career possibilities and opportunities overseas. A career overseas can be a short-term job, a seasonal job during college/university holidays or a long-term career with many opportunities for progression or promotion. Make reference to staff profiles to show how learners can progress from front-line jobs in a resort to senior management posts (see the links in the Resources section).

Start by asking learners to imagine a typical working week (9am to 5pm) in their home town or city and describe how that working week would look and how it would feel. In contrast, ask learners to imagine a working week overseas. Again, get learners to describe how it would look and feel. Talk about the weather, independence, new friendships, social aspects, dealing with new situations and gaining confidence. Get them to think about daily routines at home versus the excitement of not fully knowing what lies in the week ahead. Discuss the highs and the lows of each scenario.

Introduce the unit with this activity to really highlight to your learners the positive and exciting aspects of a career overseas. Encourage learners to engage with an open mind. It is an opportunity to determine whether or not this is a career possibility for them – if not now, then maybe in the future.

Learning aim A: Investigate different types of tour operators and agents, job roles and responsibilities involved in working overseas

- For learning aim A1, establish the learners' understanding of what tour operators and travel agents do. Introduce learners to different types of tour operators and agents, using activities that involve learners working in pairs or small groups. Ask them to use the internet to investigate designated tour operators and agents – what type of organisation each is, what overseas job roles they offer – then present their findings to the larger group. You will need to help learners consolidate information and give up-to-date video clips of tour operators and agents' adverts to reflect target market groups.
- For learning aims A2 and A4, you could use video clips embedded into a presentation, demonstrating a range of different overseas job roles and what they entail. Play the clips one by one with activities at the end of each to consolidate learning of job roles and responsibilities. Use questioning to extend learning. You could also use job descriptions and personal specifications to introduce learners to key vocabulary and the most up-to-date requirements as part of delivery for this topic. Guest speakers from the travel and tourism sector can give learners the opportunity to ask questions and clarify information. If guest speakers cannot attend in person, learners could still benefit from an online information session, using video conferencing. Encourage learners to have specific questions prepared, ready to ask the industry professional.
- Learning aim A3 looks specifically at the role of overseas staff in terms of health, safety and security. You must make sure that you are fully up to date with the legal responsibilities and legislation local to their own country, including The Package Travel, Package Holidays, and Package Tours Regulations 1992 and how these potentially impact on the organisation and the resort staff.

- You can support this topic with the use of consumer websites and case studies. Showing clips from related holiday television shows can help to bring the subject alive and create the interest necessary for learners to fully understand the impact of health, safety and security of customers on both the organisation and the resort staff. Base case studies around these to examine the impacts of complaints and incidents on the organisation and the overseas staff.
- Introduce learners to trade associations and regulatory bodies and how they link with tour operators and their overseas operations.
- Emergency and crisis situations can be covered using case studies based on incidents such as terrorism attacks in tourist resorts. Discuss the role of tour operators and overseas staff in dealing with such situations.
- For learning aim A4, encourage learners to explore the roles and responsibilities which apply to specific overseas roles, for example different types of resort representative and how their roles might differ depending on the customers they are working with, e.g. children or adults.
- For learning aim A5, you could begin by asking learners about their own experiences. Do they have part-time jobs working with customers? Have they experienced good, bad or exceptional customer service? What sort of products do they buy and what do they consider before they buy a product? If you have worked in the industry, then your experience is invaluable for this topic. If not, invite a guest speaker from industry who can talk about the links between customer service and sales. Use group activities to encourage learners to think about the difference between meeting expectations and exceeding them. How can organisations do this without spending more money?
- This is an opportunity for learners to think for themselves and consider the benefits of delivering exceptional customer service. Use a video clip or role play a suitable scenario to demonstrate the difference between providing satisfactory and excellent customer service and the implications for the business.

Learning aim B: Demonstrate effective customer service and sales skills required to work overseas

- You should ensure learners have the background knowledge to demonstrate these skills before they are assessed. Your input and the activities you ask learners to undertake are key. For learning aim B1, give activities that focus on each of the key elements in the specification and that give learners the opportunity to listen, question and adopt the appropriate body language. Role plays in small groups are useful: give learners a scenario to role play and allocate one person as an observer to take notes and feedback.
- Develop learners' written communication skills by establishing professional written standards. Share examples of different types of written communication used by tour operators and agents. These examples could also be online – for example, in social media posts and travel review websites.
- For learning aim B2, again, you should ensure learners know what they need to do to demonstrate effective selling skills before they are assessed. Use an activity where learners use an object such as their phone to identify the difference between features and benefits. Give scenarios and ask learners to role play selling a product to a customer. Brief the learner playing the customer so that the learner playing the seller has to listen effectively to match the right product to the customer's needs, overcome objections and close the sale.



- For learning aim B3, you should produce templates for learners to use when completing customer service documentation and financial paperwork. You may be able to obtain sample copies from a tour operator or travel agent. Give learners customer service scenarios and ask them to complete a customer service report based on the scenario. This will prepare them for completion of documentation in the summative assessment. Give learners a task to complete a financial summary of excursion tickets sold. This can be a written account of income and expenditure that learners need to transfer onto a summary sheet.

Learning aim C: Review own skills, development and performance in customer service and sales situations

- You could approach learning aim C1 by introducing methods of review and evaluation. Learners may find it difficult to carry out self-evaluation and to give and receive critical feedback. Introduce paired or small group activities to develop learners' confidence and ability to apply these skills and use them effectively. There is a range of activities available on websites that you may find useful (see the Resources section).
- Use skills audits and action plan templates to ensure learners can complete this topic in the required depth. Learners could complete an action plan based a fun topic such as planning a party or day trip to develop their skills in this area.
- Learners should be able to use a range of different types of feedback on which to reflect and identify specific actions to improve their vocational skills in the future. Encourage learners to give specific and helpful feedback to their peers following observation of their customer service and selling skills role plays.

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 2: Worldwide Travel and Tourism Destination
- Unit 4: Customer Service in Travel and Tourism
- Unit 13: Work Experience in Travel and 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

Dale G – *Pearson BTEC National Travel and Tourism Student Book* (Pearson, 2019) ISBN 9781292187754

This book gives information for units 1–5, including managing the customer experience.

Journals

Travel Trade Gazette – digital editions can be found online by searching for ‘Travel Trade Gazette’

Travel Weekly – digital editions can be found online by searching for ‘Travel Weekly’

These online journals give the latest news updates and job information across the industry including tour operators.

Videos

‘Thomson Airways Customer Services Training Video’ – this video clip can be found on YouTube and is linked to the importance of customer service and sales – see learning aim A5.

‘Rip Off Britain – Holidays’ – this video clip can be found on YouTube and can be used for customer service scenarios and case studies.

‘A Day in the Life of a Customer Resort Helper (Jet2)’ – this video can be found on YouTube and can be used when exploring the roles and responsibilities of staff working overseas – see learning aim A2.

Websites

Visit the websites of tour operators in your home country offering overseas holidays and job roles.

Go to the ABTA website (abta.com) for useful information regarding delivering health, safety and security, including the Package Travel Regulations (learning aim A3). – search for working with the industry - <https://www.abta.com/industry-zone/raising-standards->



[in-the-industry/health-and-safety-in-tourism](https://www.abta.com/news/package-travel-regulations-regulations-code-conduct-and-consumer-confidence) package travel directive -
<https://www.abta.com/news/package-travel-regulations-regulations-code-conduct-and-consumer-confidence>

Visit the TUIjobsuk website – a useful website from a large global tour operator, when delivering tour operator types, roles and responsibilities; click on 'Work at Tui' then 'Jobs Abroad' (learning aims A1 and A2).

Visit the Which? website – search for 'Which consumer rights, travel'; useful when delivering health, safety and security (learning aim A3).

Visit the Leger Holidays website and search for 'health and safety' within the website; a useful summary of key health, safety and security considerations when overseas (learning aim A3).

Visit the Virgin Holidays website - a useful website when exploring the importance of delivering excellent customer service; click on 'Careers' at the bottom, then 'Customer Services' (learning aim A5.)

The following websites will be useful when learners are required to self-review and give/receive feedback:

- Businessballs - search for 'personal development'
- Mind Tools – search for 'communication skills'

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.