Pearson
BTEC

Pearson BTEC
International Level 3 in
Travel and Tourism

L3

Specification

First teaching from April 2020

Issue 4

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BTEC International
Level 3 Qualifications in
Travel and Tourism

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About Pearson

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

This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on our website.

Welcome

With a track record built over 40 years of learner success, our BTEC International Level 3 qualifications are recognised internationally by governments, industry and higher education. BTEC International Level 3 qualifications allow learners to progress to the workplace – either directly or via study at a higher level. Over 100,000 BTEC learners apply to university every year. Their Level 3 BTECs, either on their own or in combination with A Levels, are accepted by UK and international universities, and higher-education institutes for entry to relevant degree programmes.

Career-ready education

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

When creating the BTEC International Level 3 qualifications in this suite, we worked with many employers, higher-education providers, colleges and schools to ensure that we met their needs. Employers are looking for recruits who have a thorough grounding in the latest industry requirements and work-ready skills, for example teamwork. Learners who progress to higher education need experience of research, extended writing and meeting deadlines. BTEC qualifications provide the breadth and depth of learning to give learners this experience.

BTEC qualifications address these needs by offering:

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

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

Summary of Pearson BTEC International Level 3 Qualifications in Travel and Tourism specification Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
Sustainable elements added to align with Sustainable Development Goals (SDGs)	Pages 26, 27, 28, 32, 43, 94, 215, 226
Pearson is committed to creating a more sustainable world with a particular focus on the quality of education, decent work and economic growth and reducing inequalities. Our sustainable business strategy focuses on our products, people and the planet. We have inserted a new Appendix in this issue which explains how we have considered and embedded this strategy and thinking into the design and delivery of our BTEC qualifications.	Throughout
Content modifications to align with Pearson Global Sensitivity guidelines	Throughout

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Introduction to the BTEC International Level 3 qualifications for the travel and tourism sector

Introduction to the BTEC International Level 3 qualifications for the travel and tourism sector

This specification contains all the information you need to deliver the Pearson BTEC International Level 3 Qualifications in Travel and Tourism. We also refer you to other handbooks and policies. This specification includes all the units for these qualifications.

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

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

In the Travel and Tourism sector these qualifications are:

Pearson BTEC International Level 3 Certificate in Travel and Tourism

Pearson BTEC International Level 3 Subsidiary Diploma in Travel and Tourism

Pearson BTEC International Level 3 Foundation Diploma in Travel and Tourism

Pearson BTEC International Level 3 Diploma in Travel and Tourism

Pearson BTEC International Level 3 Extended Diploma in Travel and Tourism.

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

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

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Certificate in Travel and Tourism	180 GLH Equivalent in size to 0.5 of an International A Level. Two units, both mandatory and at least one is assessed by set assignment. Mandatory content (100%).	This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of travel and tourism would be complementary. The qualification supports progression to higher education as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.
Pearson BTEC International Level 3 Subsidiary Diploma in Travel and Tourism	360 GLH Equivalent in size to one International A Level. At least four units, of which two are mandatory and one is assessed by set assignment. Mandatory content (50%).	This qualification is designed to support learners who are interested in learning about the travel and tourism industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.
Pearson BTEC International Level 3 Foundation Diploma in Travel and Tourism	510 GLH Equivalent in size to 1.5 International A Levels. At least six units, of which four are mandatory and two are assessed by set assignment. Mandatory content (76%).	This qualification is designed to support learners who want to study travel and tourism as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualification or International A Levels.

Title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Diploma in Travel and Tourism	720 GLH Equivalent in size to two International A Levels. At least nine units, of which five are mandatory and two are assessed by set assignment. Mandatory content (67%).	This qualification is designed to support learners who want to study travel and tourism as the main element alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.
Pearson BTEC International Level 3 Extended Diploma in Travel and Tourism	1080 GLH Equivalent in size to three International A Levels. At least 13 units, of which eight are Mandatory and three are assessed by set assignment. Mandatory content (72%).	This qualification is designed as a full-time course to support learners who want to study travel and tourism as the main focus of a two-year, full-time study programme. The qualification would support progression to higher education in its own right.

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC International Level 3 in Travel and Tourism is shown in *Section 2 Structure*. **You must refer to the full structure to select units and plan your programme.**

Key

Pearson Set Assignment units are shown in bold | M | **Mandatory units** | O | **Optional units**

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Subsidiary Diploma (360 GLH)	Foundation Diploma (510 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 **The Travel and Tourism Industry**	90	M	M	M	M	M
2 **Worldwide Travel and Tourism Destination**	120		O	M	M	M
3 Marketing Travel and Tourism to Domestic and International Customers	90				M	M
4 Customer Service in Travel and Tourism	90	M	M	M	M	M
5 Travel and Tourism Enterprises	90			M	M	M
6 Specialist Tourism	60		O	O	O	O
7 Sustainable Tourism	60		O	O	O	O
8 The Airport Experience	60		O	O	O	O
9 Visitor Attractions	60		O	O	O	O
10 Global and Domestic Passenger Transport	60		O	O	O	O
11 Events, Conferences and Exhibitions for the Travel and Tourism Industry	60		O	O	O	O
12 Investigating Overseas Working	60		O	O	O	O
13 Work Experience in Travel and Tourism	60		O	O	O	O
14 The Cruise Industry	60		O	O	O	O
15 Recruitment and Selection in Travel and Tourism	60		O	O	O	O

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Subsidiary Diploma (360 GLH)	Foundation Diploma (510 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
16 My Country as a Tourist Destination	90		O	O	O	M
17 The Accommodation Sector in the Travel and Tourism Industry	90					M
18 Researching Current Travel Trends and Key Issues in Travel and Tourism	120				O	M

Qualification and unit content

Pearson has developed the content of the new BTEC International Level 3 qualifications in collaboration with employers and representatives from higher education, and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and personal attributes required in the sector.

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be recognised and valued by higher education and employers. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

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

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts.

Centres should ensure that content, for example content that references regulation, legislation, policies and regulatory/standards organisations, is kept up to date. The units include guidance on approaches to breadth and depth of coverage, which can be modified to ensure that content is current and reflects international variations.

Assessment

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

Pearson Set Assignment (PSA) units

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

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

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

Internal assessment

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

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

· write up the findings of their own research

· use case studies to explore complex or unfamiliar situations

· carry out projects for which they have choice over the direction and outcomes

· demonstrate practical and technical skills using appropriate processes.

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

Language of assessment

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

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

Grading for units and qualifications

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

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

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

1   Qualification purpose and progression

Pearson BTEC International Level 3 qualifications in Travel and Tourism

Who are these qualifications for?

The Pearson BTEC International Level 3 qualifications in Travel and Tourism are intended to support progression to further study with the primary purpose of supporting post 16 learners' access to Higher Education within the Leisure, Travel and Tourism sector. The purpose reflects the shift towards increased graduate employment within the industry, with roles at Level 3 and below generally occurring in allied industries such as customer service and business administration.

Which size qualification to choose?

Choosing the most suitable size of qualification will depend on the learner's broader programme of study. For example, a learner who wishes to focus solely on Travel and Tourism may take the Diploma or Extended Diploma, while a learner who selects a smaller qualification, such as the Certificate or Subsidiary Diploma, may choose to combine it with qualifications from other sectors, in order to support their desired progression. Smaller qualifications are also suitable for learners who are in employment and studying part-time.

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

What do these qualifications cover?

The content of these qualifications have been designed to support progression to particular roles in the travel and tourism sector, either directly into entry-level roles linked to these occupational areas or, more likely, via particular higher-education routes in the particular areas. The qualification content has been designed in consultation with employers, professional bodies and higher-education providers to ensure that the content is appropriate for the progression routes identified.

The learning programme covers the following mandatory content areas:

- The travel and tourism industry– the travel and tourism industry is growing and is of major importance to the global economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to their country
- Different types of destinations and their importance – learners will research the features and appeal of worldwide destinations
- Customer services – learners will explore and apply ways of managing internal and external customer experience to support organisational success and develop their customer service skills
- Research – learners will investigate current travel trends and current key issues and develop research skills as part of a research proposal looking at a key travel trend and a key issue in travel and tourism
- Managing accommodation services – learners will examine the structure and leadership styles used within the accommodation sector as well as looking at the methods used to maintain standards in the industry. They will also review how technology is used to improve the guest experience and help them remain competitive.

In addition, learners take optional units that support the progression to a range of employment opportunities in the travel and tourism sector and to a range of higher education courses. Optional units will introduce learners to a sector-specialist area of your choice. This includes working in particular environments which link with relevant occupational areas.

The optional units cover areas such as:

- specialist tourism
- sustainable tourism
- work experience in travel and tourism
- visitor attractions
- the cruise industry.

What could these qualifications lead to?

These qualifications give learners the opportunity to progress to higher education to study a BTEC Higher National in International Travel and Tourism Management, a degree in a Travel and Tourism discipline or a degree where travel and tourism-related skills and knowledge may be advantageous.

The qualifications will also prepare learners for direct employment in the travel and tourism sector, and is suitable for learners who wish to enter a particular specialist area of work, such as:

- Travel customer services executive
- Personal sales executive
- Cruise sales executive.

Learners should always check the entry requirements for degree programmes with specific higher-education providers.

How do these qualifications provide transferable employability skills?

In the BTEC International Level 3 units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where we refer to employability skills in this specification, we are generally referring to skills in the following three main categories:

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

There are also specific requirements in some units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities. These skills are indicated in the units and in *Appendix 2: Transferable employability skills.*

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

All BTEC International Level 3 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

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

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study. BTEC International Level 3 qualifications provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- effective writing
- analytical skills
- preparation for assessment methods used in a degree.

2 Structure

Qualification structures

The structures for the qualifications in this specification are:

- Pearson BTEC International Level 3 Certificate in Travel and Tourism
- Pearson BTEC International Level 3 Subsidiary Diploma in Travel and Tourism
- Pearson BTEC International Level 3 Foundation Diploma in Travel and Tourism
- Pearson BTEC International Level 3 Diploma in Travel and Tourism
- Pearson BTEC International Level 3 Extended Diploma in Travel and Tourism.

Pearson BTEC International Level 3 Certificate in Travel and Tourism

Mandatory units

There are 2 mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

Pearson BTEC International Level 3 Certificate in Travel and Tourism				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	The Travel and Tourism Industry	90	Mandatory	Set assignment
4	Customer Service in Travel and Tourism	90	Mandatory	Internal

Pearson BTEC International Level 3 Subsidiary Diploma in Travel and Tourism

Mandatory units

There are 2 mandatory internal units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 2 optional units totalling at least 180 GLH.

Pearson BTEC International Level 3 Subsidiary Diploma in Travel and Tourism				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
Mandatory units – learners complete and achieve all units				
1	The Travel and Tourism Industry	**90**	**Mandatory**	Set assignment
4	Customer Service in Travel and Tourism	**90**	**Mandatory**	Internal
Optional units – learners complete at least two units				
2	Worldwide Travel and Tourism Destination	**120**	**Optional**	Set assignment
6	Specialist Tourism	**60**	**Optional**	Internal
7	Sustainable Tourism	**60**	**Optional**	Internal
8	The Airport Experience	**60**	**Optional**	Internal
9	Visitor Attractions	**60**	**Optional**	Internal
10	Global and Domestic Passenger Transport	**60**	**Optional**	Internal
11	Events, Conferences and Exhibitions for the Travel and Tourism Industry	**60**	**Optional**	Internal
12	Investigating Overseas Working	**60**	**Optional**	Internal
13	Work Experience in Travel and Tourism	**60**	**Optional**	Internal
14	The Cruise Industry	**60**	**Optional**	Internal
15	Recruitment and Selection in Travel and Tourism	**60**	**Optional**	Internal
16	My Country as a Tourist Destination	**90**	**Optional**	Internal

Pearson BTEC International Level 3 Foundation Diploma in Travel and Tourism

Mandatory units

There are 4 mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete 2 optional units totalling at least 120 GLH.

Pearson BTEC International Level 3 Foundation Diploma in Travel and Tourism				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
Mandatory units – learners complete and achieve all units				
1	The Travel and Tourism Industry	90	**Mandatory**	Set assignment
2	Worldwide Travel and Tourism Destination	120	**Mandatory**	Set assignment
4	Customer Service in Travel and Tourism	90	**Mandatory**	Internal
5	Travel and Tourism Enterprises	90	**Mandatory**	Internal
Optional units – learners complete two units				
6	Specialist Tourism	60	**Optional**	Internal
7	Sustainable Tourism	60	**Optional**	Internal
8	The Airport Experience	60	**Optional**	Internal
9	Visitor Attractions	60	**Optional**	Internal
10	Global and Domestic Passenger Transport	60	**Optional**	Internal
11	Events, Conferences and Exhibitions for the Travel and Tourism Industry	60	**Optional**	Internal
12	Investigating Overseas Working	60	**Optional**	Internal
13	Work Experience in Travel and Tourism	60	**Optional**	Internal
14	The Cruise Industry	60	**Optional**	Internal
15	Recruitment and Selection in Travel and Tourism	60	**Optional**	Internal
16	My Country as a Tourist Destination	90	**Optional**	Internal

Pearson BTEC International Level 3 Diploma in Travel and Tourism

Mandatory units

There are 5 mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 4 optional units totalling at least 240 GLH.

Pearson BTEC International Level 3 Diploma in Travel and Tourism				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
Mandatory units – learners complete and achieve all units				
1	The Travel and Tourism Industry	90	**Mandatory**	Set assignment
2	Worldwide Travel and Tourism Destination	120	**Mandatory**	Set assignment
3	Marketing Travel and Tourism to Domestic and International Customers	90	**Mandatory**	Internal
4	Customer Service in Travel and Tourism	90	**Mandatory**	Internal
5	Travel and Tourism Enterprises	90	**Mandatory**	Internal
Optional units – learners complete four units				
6	Specialist Tourism	60	**Optional**	Internal
7	Sustainable Tourism	60	**Optional**	Internal
8	The Airport Experience	60	**Optional**	Internal
9	Visitor Attractions	60	**Optional**	Internal
10	Global and Domestic Passenger Transport	60	**Optional**	Internal
11	Events, Conferences and Exhibitions for the Travel and Tourism Industry	60	**Optional**	Internal
12	Investigating Overseas Working	60	**Optional**	Internal
13	Work Experience in Travel and Tourism	60	**Optional**	Internal
14	The Cruise Industry	60	**Optional**	Internal
15	Recruitment and Selection in Travel and Tourism	60	**Optional**	Internal
16	My Country as a Tourist Destination	90	**Optional**	Internal
18	Researching Current Travel Trends and Key Issues in Travel and Tourism	120	**Optional**	Internal

Pearson BTEC International Level 3 Extended Diploma in Travel and Tourism

Mandatory units

There are 8 mandatory internal units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 5 optional units totalling at least 300 GLH.

Pearson BTEC International Level 3 Extended Diploma in Travel and Tourism				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
Mandatory units – learners complete and achieve all units				
1	The Travel and Tourism Industry	90	**Mandatory**	Set assignment
2	Worldwide Travel and Tourism Destination	120	**Mandatory**	Set assignment
3	Marketing Travel and Tourism to Domestic and International Customers	90	**Mandatory**	Internal
4	Customer Service in Travel and Tourism	90	**Mandatory**	Internal
5	Travel and Tourism Enterprises	90	**Mandatory**	Internal
16	My Country as a Tourist Destination	90	**Mandatory**	Internal
17	The Accommodation Sector in the Travel and Tourism Industry	90	**Mandatory**	Set assignment
18	Researching Current Travel Trends and Key Issues in Travel and Tourism	120	**Mandatory**	Internal
Optional units – learners complete five units				
6	Specialist Tourism	60	**Optional**	Internal
7	Sustainable Tourism	60	**Optional**	Internal
8	The Airport Experience	60	**Optional**	Internal
9	Visitor Attractions	60	**Optional**	Internal
10	Global and Domestic Passenger Transport	60	**Optional**	Internal
11	Events, Conferences and Exhibitions for the Travel and Tourism Industry	60	**Optional**	Internal
12	Investigating Overseas Working	60	**Optional**	Internal
13	Work Experience in Travel and Tourism	60	**Optional**	Internal

Optional units – learners complete five units				
14	The Cruise Industry	**60**	**Optional**	Internal
15	Recruitment and Selection in Travel and Tourism	**60**	**Optional**	Internal

Set assignment units

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

Unit	Type	Availability
Unit 1: The Travel and Tourism Industry	· An assignment set by Pearson and marked by the centre. · The advised period is 9 hours. · Completed using a computer.	**Two available for each series.**
Unit 2: Worldwide Travel and Tourism Destination	· An assignment set by Pearson and marked by the centre. · The advised period is 9 hours. · Completed using a computer.	**Two available for each series.**
Unit 17: The Accommodation Sector in the Travel and Tourism Industry	· An assignment set by Pearson and marked by the centre. · The advised is 4.5 hours. · Completed using a computer.	**Two available for each series.**

Employer involvement in assessment and delivery

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

3   Units

Understanding your units

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

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

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use, it appears on certificates.
Level	All units are at Level 3.
Unit type	This shows if the unit is internal or assessed using a Pearson Set Assignment. See structure information in *Section 2 Structure* for details.
Guided Learning Hours (GLH)	Units may have a GLH value of 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	This is a brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures, etc.
Unit introduction	This is written with learners in mind. It indicates why the unit is important, how learning is structured and how it might be applied when they progress to employment or higher education.
Assessment	For internal set assignment units, this section states whether set assignments are required to be completed.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in *Appendix 4: Glossary of terms used*.
Summary of unit	This section helps teachers to see at a glance, the main content areas given against the learning aims and the structure of the assessment. The content areas and structure of assessment must be covered. The forms of evidence given are suitable to fulfil the requirement.

Section	Explanation
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.
	A full glossary of terms used is given in *Appendix 4: Glossary of terms used.* All assessors need to understand our expectations of the terms used.
	Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
Essential information for assignments	This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment and how the assessment criteria should be used to assess performance. For Pearson Set Assignment units, this section will include any conditions for taking the assignment.
Further information for teachers and assessors	This section gives you information to support the implementation of assessment. It is important that this is read carefully alongside the assessment criteria, as the information will help with interpretation of the requirements.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources, see *Section 10 Resources and support*.
Essential information for assessment decisions	This section gives guidance on and examples for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard.
Assessment controls	This section gives details of the rules that learners need to abide by when taking the assessment.
Links to other units	This section shows you the main relationships between different units. This helps you to structure your programme and make best use of available materials and resources.
Employer involvement	This section gives you information on the units, which can be used to involve learners with employers. This will help you to identify the kind of involvement that is likely to be most successful.
Opportunities to develop transferable employability skills	This section gives you guidance on how transferable employability skills might be developed in teaching and assessment of the unit.

Index of units

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

Unit 1: The Travel and Tourism Industry

Level: **3**
Unit type: **Pearson Set Assignment**
Guided learning hours: **90**

Unit in brief

This unit provides the foundation for learners to study other units in travel and tourism. Learners will explore the key components and scale of the industry, using data to analyse key trends and their impact.

Unit introduction

The travel and tourism industry is one of the world's largest economic sectors, generating over 10% of the world's GDP and supporting over 300 million jobs.

In this unit, you will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism. There are many changing influences on the industry, some of which are within the control of travel and tourism organisations, while others are beyond their control. You will need to know how organisations react to changes and trends to determine their present and future operating policies.

You will gain an understanding of the scope of the travel and tourism industry, its terminology and its key components. Travel and tourism is a business with the customer at the forefront. Different types of organisation have different roles and offer a range of products and services to many different types of customer. You will need to name examples of key organisations in all sectors and understand how these organisations work together to benefit both themselves and their customers.

This unit will enable you to progress to higher education courses or to a career in the travel and tourism industry by developing your knowledge of how to analyse travel and tourism data and make decisions based on information from a variety of sources.

Assessment

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

Learning aims

In this unit you will:

A Investigate types of travel and tourism, customers and their needs
B Explore the contribution of travel and tourism to the economy of global destination
C Research travel and tourism organisations
D Examine factors affecting the travel and tourism industry.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate types of travel and tourism, customers and their needs	**A1** Types of tourism **A2** Types of travel **A3** Types of travel and tourism customer and their needs	
B Explore the contribution of travel and tourism to the economy of global destination	**B1** Tourism and the economy of global destination **B2** Employment in travel and tourism **B3** Visitor numbers	
C Research travel and tourism organisations	**C1** Ownership and aims **C2** The key sectors of the travel and tourism industry **C3** Interrelationships and interdependencies in the travel and tourism industry **C4** Technology in travel and tourism	This unit is assessed through a Pearson Set Assignment.
D Examine factors affecting the travel and tourism industry	**D1** Factors affecting organisations in the travel and tourism industry **D2** Responses of travel and tourism organisations to external factors	

Content

Learning aim A: Investigate types of travel and tourism, customers and their needs

There are different types of tourism and many purposes for travel. These will vary according to customer type and need.

A1 Types of tourism

- Tourism – a trip away from home for one night or more:
  o domestic – taking holidays and trips inside your country of residence
  o inbound – visitors from overseas coming into the country
  o outbound – tourists leaving their country of residence to travel to another country.

A2 Types of travel

- Leisure travel – travelling for pleasure, enjoyment, relaxation or special interests:
  o short breaks – city breaks, countryside breaks
  o holidays – package, independent, cruises
  o special events – major sporting occasions, seasonal events.
- Business travel – associated with work or job but it will take place away from the usual place of work. It may or may not involve an overnight stay.
  o meetings, incentives, conferences, exhibitions
  o training – self or others
  o short-term work contracts – in other regions of same country or overseas.
- Specialist travel – this is usually linked with the purpose of travel – a hobby, sport, interest, or to meet the specific needs of the type of customer:
  o adventure
  o health
  o education
  o heritage, culture
  o gap year
  o conservation, sustainable tourism, responsible travel
  o special interests/hobbies/sports
  o weddings/honeymoons
  o pilgrimage (religious tourism).
- Visiting friends and relatives (VFR):
  o may be domestic, inbound or outbound
  o involves overnight stay, usually in home of friend or relative
  o will involve travelling away from home area or region
  o may involve travelling to another country
  o could be for leisure or business purposes.
- Day trips – visits that do not involve an overnight stay:
  o visitor attractions
  o cities for specialist shopping or events
  o countryside for relaxation or activities.

A3 Types of travel and tourism customer and their needs

- Individuals and couples, families with a range of ages
- Groups, e.g. educational, senior citizens, special interest
- Business travellers
- General customer needs, e.g. accessibility, flexibility, products and services
- Specific customer needs, e.g. dietary, language, cultural, visual, hearing, mobility.

Learning aim B: Explore the contribution of travel and tourism to the economy of global destination

Travel and tourism is one of the largest industries in the service sector. The scale of the industry can be measured regionally, nationally and globally, in terms of tourism, the economy, employment and visitor numbers.

B1 Tourism and the economy of global destinations

- Tourism statistics in terms of:
  - world ranking
  - tourist arrivals
  - main generating areas.
- Importance of tourism to the economy:
  - promote inclusive and sustainable economic growth
  - value of inbound tourism, tourism receipts
  - contribution of tourism to balance of payments and gross domestic product (GDP)
  - foreign currency earnings
  - leakage – defined as tourist income that comes into a country but is not retained by that country
  - contribution to full and productive employment and decent work for all
  - multiplier effect – defined as direct spending by tourists, which is circulated through the economy on indirect products and services.

B2 Employment in travel and tourism

The scale of the travel and tourism industry can also be measured by using and analysing statistics on employment and trends. Employment includes the numbers and types of staff directly employed in the industry at all levels, including support functions. It will also include indirect employment in industries that the travel and tourism industry depends on, for support.

- Direct employment in travel and tourism sectors:
  - transport hubs and gateways
  - transport principles
  - tour operators
  - travel agents
  - visitor attractions
  - accommodation
  - trade associations and regulatory bodies
  - information and promotional services.

- Indirect employment in organisations that support travel and tourism:
  - insurance companies
  - brochure and website content researchers and maintenance
  - suppliers for retail, catering and hospitality
  - souvenir shops and manufacturers
  - travel journalism.
- Types of employment:
  - customer-facing, e.g. tour guides, cabin crew, call centre staff
  - support and administration
  - graduate and industry training programmes
  - managerial and supervisory positions.

B3 Visitor numbers

The scale of the industry can be measured by analysing visitor numbers and by types of tourism. Statistics showing trends in types of tourism are a way of analysing growth and decline.

- Visitor numbers by type of tourism:
  - domestic
  - inbound
  - outbound
  - business
  - VFR
  - day trips.
- Visitor numbers by other factors:
  - type of transport
  - country of origin or destination
  - accommodation type
  - region or city visited
  - types of activities carried out.
- Trends:
  - growth areas of origin and destination
  - visitor spend, e.g. accommodation, food, drink, souvenirs, entertainment, admission fees
  - changing purpose of visit, e.g. to cover increase in travel for conservation
  - transport type used
  - length of stay
  - increase and decline in popularity of destinations, tourism types.

Learning aim C: Research travel and tourism organisations

C1 Ownership and aims

Each type of organisation has different aims that it needs to achieve.

- Private sector:
  - characteristics, e.g. owned by private individual(s), large multinational company, partnership, limited liability company (LLC), corporation (for-profit), cooperative staffed by paid employees
  - aims, e.g. to make a profit, to increase market share, to increase turnover, to improve or maintain its image, to increase and diversify the range of products/services offered to customers

o organisations, e.g. tour operators, travel agents, transport organisations and hubs, visitor attractions, accommodation providers.

- Public sector:
  o characteristics, e.g. owned or funded by local or national government, staffed by paid employees, supported by volunteers
  o aims, e.g. provide a service to the public, use funding appropriately, financially break even, ensure that service levels are maintained, reinvest profit to improve services
  o organisations, e.g. tourist information centres, tourist boards, visitor attractions, local transport, regulatory bodies, government bodies.
- Voluntary sector:
  o characteristics, e.g. funded by grants, donations, legacies, entry fees, staffed by volunteers, larger organisations will also have paid employees or tenants, most have charitable status, corporation (not-for-profit)
  o aims, e.g. preserve and protect the environment, buildings, landscape features; campaign against inappropriate developments, conservation, promote sustainability and responsible consumption
  o organisations, e.g. visitor attractions, transport, charitable foundations.

C2 The key sectors of the travel and tourism industry

Each key sector will comprise a range of organisations, from small, local companies to large, multinational businesses, and examples from different sectors will need to be researched. These organisations can be accessed in-store or online.

- Transport hubs and gateways:
  o components, e.g.
    – airports
    – rail and coach stations
    – cruise and ferry ports and terminals
  o role, e.g. to provide access for passengers to transportation, to ensure safety and security, to provide transit services and onward connections
  o products and services, e.g. check-in desks, passport control, security, information, catering, shopping, executive lounges.
- Transport principals:
  o components, e.g.
    – air, e.g. scheduled, charter, low cost, budget
    – water, e.g. cruises, ferry, riverboat, speedboats
    – road, e.g. bus, coach, hire car, private car, taxi, tuk-tuk
    – rail, e.g. local, national and international, high speed
  o role, e.g. to provide transport between destinations, to ensure safety
  o products and services, e.g. transport for passengers and luggage, catering, entertainment, information, shopping.
- Tour operators:
  o components, e.g.
    – mass-market, package
    – special interest, niche, luxury
    – tailor-made packages
  o role, e.g. create and operate package holidays comprising two or more products or services at an inclusive price. The packages then can either be sold directly to customers or through travel agents

- o products and services, e.g. package holidays, accommodation, transfers, excursions, information on destinations, representative service in resorts.
- · Travel agents:
  - o components, e.g.
    - – retail, multiple, independent, franchised, specialist
    - – call centres
    - – business
    - – excursion booking offices
  - o role, e.g. provide expert advice and guidance on destinations, arrange and book transport and package holidays, individual components, advice to travellers on passports, visas and health precautions
  - o products and services, e.g. information on destinations and transport, holiday brochures, package holidays, tailor-made packages, accommodation, flight only, ferries, cruises, coach tours, transfers, excursions, holiday insurance, foreign exchange.
- · Visitor attractions:
  - o components, e.g.
    - – natural areas, e.g. national parks, deserts
    - – natural features, e.g. beaches, caves, cliffs, mountains, hills, waterfalls, islands, forests
    - – purpose-built or man-made, e.g. theme parks, museums, art galleries
    - – historical or heritage, e.g. castles, walls, ruins, towers, monuments, religious sites, houses, palaces
    - – sports, e.g. spectating, participating, stadium tours
    - – special events, e.g. markets, festivals, parades, exhibitions
  - o role, e.g. provide entertainment, education, recreation, hospitality, special events, visitors facilities
  - o products and services, e.g. exhibits, experiences, rides, guidebooks, information boards, guided tours, educational talks, hospitality, gift and souvenirs shops, catering.
- · Accommodation:
  - o components, e.g.
    - – hotels, e.g. spa, golf resorts
    - – hostels, e.g. youth, backpacker
    - – apartments
    - – motels, aparthotels
    - – static or touring caravans, motorhomes
    - – campsites, e.g. tents, glamping, yurts, tepees
    - – lodges, chalets, treehouses
    - – boats, e.g. rice boats, dhow, yacht
  - o role, e.g. provide different accommodation experiences according to customer type, needs and budget
  - o products and services:
    - – catered, e.g. room, reception, restaurant and bar, housekeeping, leisure facilities, gym or health club, conference and business facilities, entertainment
    - – self-catered, e.g. rooms, kitchen, tent or caravan pitch, entertainment, sports facilities, amenities such as laundry and showers.

- Trade associations, government departments and regulatory bodies:
  o components, e.g.
    – Association of National Tourist Office Representatives (ANTOR)
    – Association of Independent Tour Operators (AITO)
    – International Air Transport Association (IATA)
    – World Health Organisation (WHO)
    – Government Department for Tourism
    – Foreign and Commonwealth Office (FCO)
    – Consulates and Embassies
    – United Nations Educational Scientific and Cultural Organisation (UNESCO)
  o roles, e.g. provide information, advice and support, define, apply and ensure compliance with rules and regulations, ensure safety and security of individuals, maintain high standards of products and services, repatriate travellers
  o products and services, e.g. company logo, charters, agreements, bonds, repatriation arrangements, arbitration service, compensation schemes.
- Information and promotional service providers (names to be used as current at the time of teaching):
  o components, e.g.
    – United Nations World Tourism Organisation (UNWTO)
    – national tourist boards
    – regional tourist boards
    – local tourist information centres
    – destination management organisations
  o role, e.g. provide information to organisations and individuals, advertise and promote destinations and organisations, sell products and services relating to location, research and produce statistics
  o products and services, e.g. guidebooks, brochures, leaflets, websites, mailing lists, merchandise.

C3 Interrelationships and interdependencies in the travel and tourism industry

Organisations in different sectors interrelate and some larger organisations have integrated either horizontally and/or vertically. This has advantages and disadvantages for both the organisations and their customers.

- Distribution channels, e.g. direct to customer, through an intermediary company.
- Interrelationships – defined as 'organisations that work together to benefit them both'.
- Interdependencies – defined as 'organisations that rely on each other to enable them to provide a better product or service to the customer'.
- Advantages of interrelationships and interdependencies, e.g. shared costs and economies of scale, increased sales, better image, enhanced reputation, improved customer care, more customers, more income.
- Disadvantages of interrelationships and interdependencies, e.g. loss of individual image, less personal customer service, shared commission on sales, effects of poor service by one organisation may potentially impact on the other.
- Horizontal integration – when an organisation buys or merges with another organisation of the same type to enable it to offer a wider variety of products and services.
- Vertical integration – when an organisation buys or merges with another organisation of a different type to enable it to control more sectors of the market.

C4 Technology in travel and tourism

- Technology, including mobile and digital technology, is used by different organisations in the industry.
- Advantages and disadvantages of the use of technology for both businesses and their customers.
- Technology for communication, booking and promotion:
  o electronic brochures and websites
  o reviews, blogs, virtual tours, videos
  o mailshots, pop-ups, adverts
  o booking systems –online, mobile, call centres, Computer Reservation System (CRS) and Global Distribution System (GDS) for agents and operators, comparison websites
  o emailing tickets and vouchers
  o apps for mobile and digital devices.
- Technology used by organisations:
  o transport hubs and gateways, e.g. self-service check-in, baggage x-ray, retina and fingerprint imagery, biometric passports
  o transport principles, e.g. environmentally-friendly transport, improved facilities, e.g. Wi-Fi availability
  o travel agents and tour operators, e.g. electronic and mobile ticketing, payment systems, displaying availability, seat selection
  o visitor attractions, e.g. multimedia presentations, animatronics, interpretation, fast-track tickets, webcams, virtual reality
  o accommodation, e.g. self-check-in, information services, in-room entertainment.
- Advantages of technology, e.g. reaching a wider audience, efficient check in, maintaining security of data.
- Disadvantages of technology, e.g. system failures, limited access to Wi-Fi, slow broadband speed.

Learning aim D: Examine factors affecting the travel and tourism industry

There are many factors that affect the growth and operation of organisations in the travel and tourism industry.

D1 Factors affecting organisations in the travel and tourism industry

- Economic:
  o recession or growth
  o currency exchange rates and fluctuations
  o available disposable income due to changes to mortgage rates, inflation and unemployment rates
  o world oil prices.
- Social and lifestyle:
  o changing family structure
  o changing working patterns
  o current fashions and trends
  o holiday allowance and amount of holiday with pay
  o increased awareness of sustainability.

- Government legislation:
  - health and safety
  - airport tax/tourist tax
  - passport and visa requirements
  - data protection requirements and e-safety.
- Safety and security:
  - terrorist attacks
  - war, civil unrest
  - security measures – on transport, at terminals, at destinations, at events
  - transport disasters and crashes and safety concerns.
- Health – pandemic and epidemic, e.g. Zika, cholera, norovirus.
- Environmental and climatic:
  - climate change, e.g. increasing in temperatures or change in seasons
  - extreme weather events – floods, landslides, hurricanes, cyclones
  - natural disasters – volcanic eruptions, earthquakes, tsunami.
- Media:
  - increased TV coverage, film locations, adverts
  - social media usage, by organisations and customers
  - influence of social media on customer research from customer reviews and opinions
  - importance of managing positive and negative media coverage of incidents and events.

D2 Responses of travel and tourism organisations to external factors

Organisations will need to respond in different ways to the factors in D1. This will vary depending on the types of organisation, the factor and the effects in the short and long term.

Responses include:

- Increase or reduce prices.
- Increase range of products and services to match changing and emerging markets.
- Encourage membership of trade organisations for financial protection and repatriation.
- Impose levies and surcharges.
- Increase security measures for maintaining security of data and minimise risk of system failures.
- Product diversification or specialisation.
- Increase research – local, national and international.
- Update technology and staff training on legislation, compliance and new systems.
- Public relations management.
- Invest in new facilities.
- Flexible opening times and staffing.
- Adopt crisis management and major incident plans.
- Conducting climate risk analysis for key destinations.
- Preparing to respond to changing seasons.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate types of travel and tourism, customers and their needs		
A.P1 Describe the types of tourism and travel for your chosen organisation. **A.P2** Explain how your chosen travel and tourism organisation meets its customer needs.	**A.M1** Assess how your chosen travel and tourism organisation meets specific customer needs.	
Learning aim B: Explore the contribution of travel and tourism to the economy of a global destination		**B.D1** Evaluate the importance of travel and tourism to the economy of your country using statistics and trends.
B.P3 Explain the importance of travel and tourism to the economy of your country.	**B.M2** Analyse the contribution of travel and tourism to the economy of your country using statistics.	
Learning aim C: Research travel and tourism organisations		
C.P4 Explain the aims, characteristics, roles and the products and services offered by different travel and tourism organisations. **C.P5** Explain the advantages and disadvantages of different types of travel and tourism organisations working together. **C.P6** Explain the advantages and disadvantages of technology for the travel and tourism industry.	**C.M3** Analyse the relationships between different types of organisation, their characteristics, aims, roles and the types of product and service offered. **C.M4** Assess the advantages and disadvantages of technology for different travel and tourism organisations.	**C.D2** Evaluate the roles, products and services of different travel and tourism organisations, their interrelationships and interdependencies.
Learning aim D: Examine factors affecting the travel and tourism industry		**D.D3** Recommend with justification how travel and tourism organisations respond to factors.
D.P7 Describe factors affecting travel and tourism organisations.	**D.M5** Analyse how travel and tourism organisations respond to factors.	

Essential information for assignments

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

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to information and statistics to enable them to complete the research element of the set assignment. These may be paper-based or online.

Essential information for assessment decisions

Learning aim A

For Merit standard, learners will clearly assess how one travel and tourism organisation meets specific customer needs showing breadth of understanding. The assessment will be balanced and supported by clear examples. The examples given will show that learners understand the scope of specific customer needs in relation to their chosen organisation. The evidence will demonstrate good-quality written or oral communication.

For Pass standard, learners will describe the types of travel and tourism for a chosen organisation. Learners will give a basic but generally correct explanation of how their chosen travel and tourism organisation meets its customers' needs. Learners will give realistic examples of customer needs to support their explanations. Learner explanations will be generally appropriate, but the evidence may be superficial or supported by limited use of examples or reasons.

Learning aim B

For Distinction standard, learners will evaluate the importance of travel and tourism to the economy of their country using statistics and trends. The choice of destination selected will be appropriate for the task and offer scope for measuring the contribution of tourism in terms of the economy, employment and visitor numbers. Learners will provide a comprehensive evaluation of how travel and tourism statistics and trends support the economy of one global destination, with specific examples to support their conclusions. Learners will articulate their views concisely and fluently and evaluate relevant concepts, ideas and actions to reach reasoned and valid conclusions. The evidence will demonstrate a high-quality written communication through the use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners will analyse the contribution of travel and tourism to the economy of their country using statistics. An appropriate destination will be selected. Learners will analyse the contribution of tourism in terms of the economy, employment and visitor numbers. Learners will demonstrate an appreciation of statistics and trends and the relationship between them. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will explain the importance of travel and tourism to the economy of their country. Learners will show an understanding of tourism in terms of the economy, employment and visitor numbers. They will give a basic but generally correct explanation of how travel and tourism statistics and trends support the economy of their country.

Learning aim C

In order to achieve the assessment criteria for this learning aim, learners will carry out in-depth research and offer well-selected evidence regarding travel and tourism organisations.

For Distinction standard, learners will evaluate the roles, products and services of different travel and tourism organisations, their interrelationships and interdependencies. Learners will articulate their views concisely and fluently and evaluate relevant concepts, ideas and actions to reach reasoned and valid conclusions. The evidence will demonstrate a high-quality written communication through the use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners will analyse the relationships between different organisations, their characteristics, aims, roles and the types of product and service offered. Learners will assess the advantages and disadvantages of technology for different travel and tourism organisations. The evidence will show a clear, accurate analysis that is supported by well-documented evidence. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will explain the aims, characteristics, roles and the products and services offered by different travel and tourism organisations working together. Learners will explain the advantages and disadvantages of different types of travel and tourism organisations working together. Learners will explain the advantages and disadvantages of technology for the travel and tourism industry. The explanation of the aims, characteristics, roles and products and services offered may be unbalanced, superficial and generic in parts. Learners will show an understanding of most of the aims, characteristics, roles and the products and services offered but may make limited use of supporting evidence for their explanations.

Learning aim D

For Distinction standard, learners will recommend, with justification, how travel and tourism organisations respond to factors. All recommendations will be valid, well considered and demonstrate an in-depth understanding of the most effective way organisations can respond to factors with a short- and long-term view.

For Merit standard, learners will give a clear analysis of how travel and tourism organisations respond to factors. The evidence will show a clear, accurate analysis that is supported by well-documented evidence. Learners will give a clear, accurate and balanced analysis that demonstrates good-quality written communication.

For Pass standard, learners will describe factors affecting travel and tourism organisations. Learner descriptions will be appropriate and cover all factors listed in the unit content, but descriptions may be limited in scope or superficial in parts.

Assessment controls

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

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

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

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

Links to other units

This is an introductory unit and links to all other units in the qualification.

Employer involvement

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

· guest speakers
· work experience
· organisational promotional materials
· support from local travel and tourism staff as mentors.

Opportunities to develop transferable employability skills

· written communication
· organisational
· problem solving
· communication
· critical thinking
· initiative and enterprise.

Unit 2:   Worldwide Travel and Tourism Destination

Level: **3**
Unit type: **Pearson Set Assignment**
Guided learning hours: **120**

Unit in brief

Learners investigate and analyse information regarding the features and appeal of worldwide destinations, customer types, travel planning and itineraries, and the factors affecting the changing popularity of worldwide destinations.

Unit introduction

Worldwide destinations are a key aspect of travel and tourism and their appeal is strongly influenced by their features.

In this unit, you will use a range of resources to investigate the location and features of worldwide destinations and explain the features that make worldwide destinations appealing and support different types of tourism. You will investigate transport options and evaluate the suitability of travel itineraries in meeting customer needs. You will investigate the reasons why the popularity of worldwide destinations may change.

This unit will enable you to progress to higher education courses by developing your knowledge of how to carry out research and make decisions based on information from a variety of sources. It will also help prepare you for a career in the travel and tourism industry as you apply geographical knowledge and evaluate travel and tourism data to meet a given brief.

Assessment

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

Learning aims

In this unit you will:

A Understand how location and features can contribute to the appeal of worldwide destinations and the types of tourism and activities they support

B Explore international gateways and transport options to access worldwide destinations

C Investigate the suitability of travel plans and itineraries to meet the needs of specified customers

D Examine the popularity of worldwide destinations.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand how location and features can contribute to the appeal of worldwide destinations and the types of tourism and activities they support	**A1** Geographical awareness and features of destinations **A2** Appeal and types of tourism	This unit is assessed through a Pearson Set Assignment.
B Explore international gateways and transport options to access worldwide destinations	**B1** International gateways and transport hubs and their facilities **B2** Transport options to access worldwide destinations, potential advantages and disadvantages	
C Investigate the suitability of travel plans and itineraries to meet the needs of specified customers	**C1** Types of customer and their needs **C2** Content and suitability of travel itineraries **C3** Travel planning and suitability of transport options **C4** Cost factors	
D Examine the popularity of worldwide destinations	**D1** Popularity of worldwide destinations **D2** Factors affecting popularity	

Content

Learning aim A: Understand how location and features can contribute to the appeal of worldwide destinations and the types of tourism and activities they support

Specific terms and features are used to explain the location of destinations on a worldwide scale.

A1 Geographical awareness and features of destinations

*   Geographical awareness:
    *   o Geographical scale: hemispheres, continents, countries, regions
    *   o Location in relation to:
        *   – position – coastal, inland, islands, oceans, seas
        *   – major rivers, lakes, estuaries, mountain ranges, forests
        *   – altitude, height above sea level
        *   – latitude, equator, poles, Tropic of Cancer, Tropic of Capricorn.
*   Feature of destinations

    The appeal of worldwide destinations often depends on the features that can be found there:
    *   o Natural attractions: climate, landscape and topography, waterfalls, flora and fauna; natural phenomena – Northern Lights, volcanoes, geysers.
    *   o Weather: precipitation, temperature, hours of sunshine, seasonal variations, wind speed and direction.
    *   o Built attractions: cultural heritage, historical sites, religious sites, museums, theme parks.
    *   o Tourist facilities and amenities, their availability and standards:
        *   – transport and communication links
        *   – types of accommodation – serviced, self-catering; quality standard ratings
        *   – events, entertainment
        *   – local culture, including food and drink
        *   – facilities provided for activities, for business, for leisure.

A2 Appeal and types of tourism

Features of worldwide destinations support different types of tourism and associated tourist activities.

Types of tourism:

*   Cultural, e.g. events, ceremonies, festivals; home stays; responsible tourism
*   Dark tourism, e.g. battlefields, disaster zones, memorials
*   Religious, e.g. pilgrimage, festivals
*   Leisure: relaxation – swimming, sunbathing; shopping, hobbies; sightseeing – tours, cruises, weddings and honeymoons
*   Nature based: safaris, trekking, bird watching; ecotourism; conservation
*   Sports: water based – swimming, sailing, scuba diving, windsurfing, surfing, fishing; land based – cycling, walking, skiing; spectator sports – golf, tennis, cycling, rugby, football; major events – Olympics®, FIFA World Cup™, Grand Prix™, Rugby World Cup
*   Adventure: rock climbing, mountaineering, white water rafting, abseiling

- Wellness: yoga, spiritual, detox, spas, retreats; health, fitness, lifestyle, mind and body
- Business: meetings, incentives, conferences and events (MICE)
- Education: research, study visits, exchange.

Learning aim B: Explore international gateways and transport options to access worldwide destinations

Worldwide destinations have become more accessible via a network of different transport routes and providers. A wide range of transport options is available, with advantages and disadvantages depending on a variety of factors, including the type of journey, departure and arrival points.

B1 International gateways and transport hubs and their facilities

- Major and emerging international gateways:
  o air – airports and airport codes
  o train terminals – termini for international connections
  o sea ports – ferry ports, cruise ports.
- Transport hubs:
  o integrated transport systems and services.
- Facilities:
  o catering
  o shopping
  o safety and security
  o for transit passengers.

B2 Transport options to access worldwide destinations, potential advantages and disadvantages

- Modes of transport – air, road, rail, sea.
- Types of transport provider:
  o air carriers – national flag carriers, scheduled, chartered, budget, luxury
  o ferry operators
  o cruise companies – international, national, regional, ocean, river
  o rail operators – scheduled, luxury, heritage, long distance
  o overland travel providers, e.g. coach operators, bus companies, safaris, expeditions.
- Potential advantages and disadvantages – speed, comfort, cost, services accessibility, availability, safety.

Learning aim C: Investigate the suitability of travel plans and itineraries to meet the needs of specified customers

Travel planning involves researching travel routes, options and costs. This information is often presented as an itinerary or travel plan. Potential advantages and disadvantages can be considered to produce suitable plans and itineraries for different types of customer.

C1 Types of customer and their needs

- Different types of customer: families, senior citizens, couples, young people, customers with special interests, business, groups, different ages.
- Purpose of travel: leisure, visiting friends and relatives (VFR), business, religion.

- General needs: speed, cost, time, safety, length of journey.
- Specific needs: access, restricted mobility, wheelchair users, hearing impairment, visual impairment, medical, health conditions, religious, faith, language, unaccompanied minors, infants, babies, phobias, travelling with sports equipment and oversized baggage.

C2 Content and suitability of travel itineraries

- Key information included in a travel itinerary:
  - number in the party
  - dates and duration of the trip
  - total costs, cost breakdown, extras, supplements, currency requirements, insurance
  - entry and visa requirements, health advice, vaccines, medications
  - type of trip – one-centre, two-centre, guided tour, independent
  - contact details of travel organiser/agent, emergency contact details.
- Outward travel details – departure date, time, travel to departure point, method of travel, duration of journey, transport provider(s).
- Transport from departure point:
  - service booked, codes, terminals
  - embarkation details, security, passport checks
  - seating arrangements, catering, assistance
  - travel time to destination gateway, adjustments across time zones, method of travel, duration, provider.
- Onward travel arrangements:
  - duration, method of travel, provider(s)
  - time of arrival at accommodation, location of accommodation
  - activities – planned excursions, tours, day trips, optional extras, leisure time.
- Accommodation:
  - room type – single, twin, double, king, deluxe, suite, executive
  - board arrangements – bed and breakfast (B&B), half board, full board, all-inclusive.
- Activities:
  - extra charges, included, provided locally, pre-booked
  - excursions, entertainment, shows, guided tours, adventure activities, water, sports
  - car hire, bike hire, equipment hire
  - childcare.
- Return travel details – departure date, time, travel to departure point, method of travel, duration of journey, transport provider.

C3 Travel planning and suitability of transport options

- Travel planning:
  - sources of information for travel planning: maps, atlases, brochures, travel guides, websites, timetables, travel agents, visitor centres, tourist boards, government advice.

- Suitability of transport options
  - convenience: direct services, length of journey, total cost of journey, transfers, connections and transit, number of changes, waiting times, layovers, stopovers
  - timings: 24-hour clock, adjustments for travel across time zones, direction of travel (east–west or west–east), Prime/Greenwich Meridian and International Date Line (IDL)
  - services and level of comfort: food, drink, entertainment, communications, choice of travel class, seating, legroom
  - safety and security: reliability, safety record, previous incident measures, training, evacuation, baggage checks, transit, CCTV, security personnel
  - risk assessments: identifying potential risk/danger, Foreign and Commonwealth Office (FCO)/World Health Organisation (WHO) advice, preventing accident/injury, contingency plans.

C4 Cost factors

- Total cost: per person, for the group, breakdown of component costs.
- Discounts: booking terms and conditions, discount types, percentages, advance bookings, free places, reward schemes.
- Supplements: under occupancy, cabins/rooms with views, luggage charges, pre-allocated seating arrangements, level of service, fuel surcharges, excursions, group/private transfers, booking fees, insurance.
- Exchange rates, currency conversions, restrictions.

Learning aim D: Examine the popularity of worldwide destinations

D1 Popularity of worldwide destinations

- Popularity can be measured by consideration of data, e.g.:
  - visitor numbers over time – international tourist arrivals, domestic tourism data
  - availability of accommodation – bed stock/spaces, range of accommodation including multinational chains
  - national tourism earnings
  - numbers employed in tourism.

D2 Factors affecting popularity

Some worldwide destinations with similar features may be more popular than others due to a number of factors.

- Political factors, e.g.:
  - legislation, tourism policy, visa requirements, permits, compatible travel arrangements, destination management
  - foreign exchange, i.e. movement in and out of country, limits
  - safety and security: stability, war, civil unrest, threat of terrorist attack.
- Economic factors, e.g.:
  - cost of visiting the destination, including eating out and accommodation
  - currency fluctuations.
- Accessibility and availability, e.g.:
  - infrastructure: gateways, travel and transport, new routes, energy supplies, speed and availability of digital communication, water and waste management
  - availability of tourism facilities, amenities and attractions, holidays.

- Climate, natural disasters and their influence on travel, e.g.:
  - worldwide climate zones, e.g. Mediterranean, equatorial, temperate, arid, polar
  - seasonal variations, e.g. monsoons, wild fires, polar vortex, storms, tornadoes, hurricanes/typhoon/cyclones
  - climate change, e.g rise in temperatures, change in seasons
  - natural disasters, e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche, sink hole
  - influence on travel, e.g. potential disruptions.
- Personal health and safety concerns, e.g.:
  - epidemics/pandemic, e.g. yellow fever, Ebola virus
  - infectious diseases, e.g. malaria
  - vaccination requirements
  - health precautions and preventative measures against illnesses and diseases, e.g. clothing, medicines, equipment, appropriate insurance, hygiene, food and drink choices.
- Consumer trends

  Consumer trends relate to how the views, needs and requirements of customers may change over time and, as a consequence, some worldwide destinations may become more or less popular.
  - Changing demographics, e.g. ageing society
  - Changes to family structures – intergenerational holidays
  - Changing lifestyles, e.g. outdoors nostalgia
  - Changing tastes, e.g. aspirations, celebrity influence, being environmentally aware, digital downtime, healthier, adventure, authenticity, volunteering
  - Changes to holiday patterns, e.g. increased demand for short breaks, medium breaks, holidays throughout the year
  - Increased concern over sustainability – welfare of host communities, damage to environments, exploitation and ethics.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand how location and features can contribute to the appeal of worldwide destinations and the types of tourism and activities they support		**A.D1** Evaluate how the features and appeal of a worldwide destination may support one type of tourism or tourist activity.
A.P1 Describe the geographical location and features of a worldwide destination. **A.P2** Explain how features contribute to the appeal of a worldwide destination for different types of tourism.	**A.M1** Analyse features giving a worldwide destination its appeal for different types of tourism.	
Learning aim B: Explore international gateways and transport options to access worldwide destinations		
B.P3 Explain the facilities for passengers at one international gateway/transport hub. **B.P4** Plan transport options for a given journey.	**B.M2** Compare advantages and disadvantages of transport options for a given journey.	
Learning aim C: Investigate the suitability of travel plans and itineraries to meet the needs of specified customers		**C.D2** Evaluate the suitability of travel itineraries in meeting the needs of specified customers.
C.P5 Explain the needs of a range of different types of customer. **C.P6** Identify key information for travel itineraries and sources for travel planning. **C.P7** Explain factors that affect the cost of travel.	**C.M3** Plan travel itineraries for specified customers.	
Learning aim D: Examine the popularity of worldwide destinations		**D.D3** Evaluate the key factors that have influenced the popularity of a worldwide destination.
D.P8 Describe the popularity of a worldwide destination.	**D.M4** Analyse the factors that can influence the popularity of a worldwide destination.	

Essential information for assignments

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

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- world atlas, maps, national rail, road, ferry networks, cruise areas and routes – this should include access to printed versions as well as internet sites
- recent publications such as travel brochures, timetables, and resources that give details of time zones, weather data, currency rates, international gateways
- customer profiles covering the range given in the unit content.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will produce a convincing and comprehensive evaluation that considers the features and appeal of a worldwide destination and how these support one type of tourism or tourist activity. The evaluation will be sustained and focused clearly on the destination features that are fully relevant to the type of tourism or tourist activity. A range of specific features will be used to support the evaluation. Learners will articulate their arguments fluently and their views concisely, giving an evaluation that makes reasoned, valid judgements.

For Merit standard, learners will produce a clear and detailed analysis of the features that give a worldwide destination its appeal for different types of tourism. Understanding
of the relationship between features, appeal and types of tourism will be evident. The analysis will be objective and critical, substantiated with appropriate evidence in terms of specific details of features matched to the different types of tourism. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will describe the geographical location and features of a worldwide destination. Some features may not be fully relevant for tourism or tourist activities. The location will be described on a worldwide and national scale using appropriate terminology. Learners will explain how features of the worldwide destination make it appealing for different types of tourism. There may be some irrelevancies although these will be minor.

Learning aim B

For Merit standard, learners will produce a comparison of the advantages and disadvantages of transport options for a given journey. Learners will consider at least three transport options to cover the unit content. The comparison will be supported by specific details for each option to include at least four of the following – speed, comfort, cost, services accessibility, availability, safety. Learners will provide details of the transport providers offering transport for the given journey and may consider the gateways and transport hubs. The comparison will be objective and well-reasoned. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will explain the facilities for passengers at one international gateway/transport hub. A range of appropriate facilities will be provided although the explanation may be limited and superficial, and relevance to passengers not always clear. Learners will produce a plan showing transport options for a given journey. The plan is likely to largely consider time and cost for each transport option and will be quite basic; some elements may not be realistic or feasible.

Learning aim C

For Distinction standard, learners will produce a convincing and comprehensive evaluation that considers the suitability of a travel itinerary matched to the needs of specified customers. Learners will refer to specific aspects of the itinerary that meet their needs and may also consider some less obvious needs. The itinerary will be complete, detailed and contain a wide range of key information.

For Merit standard, learners will produce a complex itinerary for specified customers. The itinerary will be appropriate and matched to the needs of the customers. The itinerary will contain a range of key information.

For Pass standard, learners will explain the needs of three different types of customer; some needs may not be relevant for travel. Learners will identify three types of key information and two sources of information for travel planning. Learners will explain one cost factor although there may be evidence of some misunderstanding.

Learning aim D

For Distinction standard, learners will produce a convincing and comprehensive evaluation of the key factors that have influenced the appeal of a worldwide destination. A range of key factors will be considered and will all be fully relevant to the destination, with no irrelevancies. The evaluation will be supported by a range of data that is used effectively to show how the popularity of the destination has changed over time. Learners will demonstrate an understanding of the greater significance of some key factors over others. Learners will articulate their arguments fluently and their views concisely, giving an evaluation that makes reasoned, valid judgements.

For Merit standard, learners will produce a clear and detailed analysis of the factors that can influence the popularity of a destination. Understanding of the relationship between factors and how these influence popularity will be evident. The analysis will be objective and critical, substantiated with appropriate data to show popularity. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will produce a description of the popularity of a worldwide destination. There will be some irrelevancies and omissions but some understanding of the influence of different factors will be evident.

Assessment controls

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

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

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

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

Links to other units

This unit links to:
- Unit 1: The Travel and Tourism Industry
- Unit 6: Specialist Tourism
- Unit 8: The Airport Experience
- Unit 10: Global and Domestic Passenger Transport
- Unit 16: My Country as a Tourist Destination
- Unit 18: Researching Current Travel Trends and Key Issues in Travel and Tourism.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers from travel agencies, transport providers
- visits to travel and tourism organisations operating in holiday destinations and transport hubs and gateways.

Opportunities to develop transferable employability skills

Besides the specialist subject knowledge gained though the study of this unit, learners will also have the opportunity to develop transferable employability skills:
- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.

Unit 3: Marketing Travel and Tourism to Domestic and International Customers

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners focus on understanding the background and concepts of marketing and the factors that influence marketing decisions in the travel and tourism industry.

Unit introduction

Marketing is an important focus for any successful business in travel and tourism, where products, services and the expectations of customers are constantly changing. A successful business must understand the needs of its customers and how to target them to gain, and retain, their custom. This is very important in the international market where different cultures, with different lifestyles, have very different expectations to our own.

In this unit, learners will explore marketing in the context of travel and tourism and gain an appreciation of the background and concepts of marketing. Learners will examine the factors that influence the marketing of products and services, studied in the context of social responsibilities to customers, as well as economic and technological factors.

Learners will investigate the marketing mix (also known as the 4Ps) of differing businesses and identify the products and services offered, the pricing strategies utilised, and the methods of distribution and promotion.

Learners will conduct a market research activity, designing appropriate research documentation and then using it to conduct their research. They will use data collected to provide a viable business case for a promotional campaign.

In addition, they will organise a promotional campaign for a travel and tourism business. This will be achieved by selecting suitable promotional techniques and designing appropriate promotional material to meet the objectives of the campaign.

Learning aims

In this unit you will:

A Explore the marketing mix (the 4Ps and how they work together) and the factors influencing marketing in travel and tourism

B Analyse the potential impact that marketing activities have on the success of different travel and tourism businesses

C Develop a market research activity and using data collected to present an idea for a promotional campaign

D Deliver a promotional campaign for a travel and tourism business and evaluate success.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the marketing mix (the 4Ps and how they work together) and the factors influencing marketing in travel and tourism	**A1** The marketing mix (the 4Ps and how they work together) used by travel and tourism businesses **A2** Factors influencing marketing in travel and tourism	A report presenting information on the 4Ps for two differing types of travel and tourism business. Analytical report looking at the impacts of marketing on business success using researched examples within the analysis.
B Analyse the potential impact that marketing activities have on the success of different travel and tourism businesses	**B1** Potential impact on customers **B2** Potential impact on the business	
C Develop a market research activity and using data collected to present an idea for a promotional campaign for a travel and tourism business	**C1** Prepare for a market research activity **C2** Collect market research data **C3** Analyse and present market research data **C4** Present a viable business case for a promotional campaign	Plan, design documentation, and conduct a market research activity. Recommend an idea for a promotional campaign. Present the promotional campaign plan (written or oral). Produce an item of targeted promotional material. Evaluate the promotional campaign.
D Deliver a promotional campaign for a travel and tourism business and evaluate success	**D1** Assessing promotional campaign in meeting aims and objectives of the business **D2** Delivering a promotional campaign **D3** Evaluation of promotional campaign	

Content

Learning aim A: Explore the marketing mix (the 4Ps and how they work together) and the factors influencing marketing in travel and tourism

The importance of working with the product, price, place and promotion together, using and overcoming any influencing factors, to maximise marketing effectiveness.

A1 The marketing mix (the 4Ps and how they work together) used by travel and tourism businesses

- Product – nature of product, e.g. intangible, perishable, service related, unique selling point (USP), product life cycle, branding, product range, differences in tastes and fashions between international areas and social groups over time.
- Price – pricing strategies, e.g. peak and off-peak, economy pricing and premium pricing taking into account customer perception of value, optional product pricing, promotional pricing and impact of this short and long term, competitor pricing, pricing in global markets.
- Place – physical location and accessibility plus distribution channels, e.g. face to face, the internet, telephone sales and supply chains/marketing channels.
- Promotion – techniques and materials, e.g. advertising, public relations, sales promotion, direct marketing, sponsorship, displays, leaflets/brochures, social media pop-ups, merchandising, direct mailshots, press releases. Promotion in local, regional, national and international markets.

A2 Factors influencing marketing in travel and tourism

These factors can be internal or external.

Internal:

- Company ethos, e.g. social responsibility.
- Budget, e.g. business profits, marketing budget, changes to product pricing, interest rates, customer disposable income.
- Changes to products, e.g. transport development, opening of new hotel.

External:

- Legislation, e.g. consumer protection laws, sector codes of practice, international political relations.
- Demographic changes, e.g. increase in older/younger consumers, decrease in number of children in families.
- Changes to products, e.g. transport development, opening of new hotel.
- Introduction of new promotional techniques and materials, e.g. Instagram.

Learning aim B: Analyse the potential impact that marketing activities have on the success of different travel and tourism businesses

The importance of setting impact objectives for marketing activities for both customers and the business in travel and tourism organisations.

B1 Potential impact on customers

- Attracting new business, e.g. different target markets either domestically or internationally or both, gaining customers from a competitor.
- Retaining customers/repeat business, e.g. increasing current customer spend by encouraging more premium business or extra product purchase.

- Encouraging loyalty, e.g. collecting points on an incentive scheme, improving the business brand.
- Building on customer relationship management (CRM) techniques.

B2 Potential impact on the business

- Developing clearer links between marketing and a business's aims and objectives, e.g. to develop a budget/premium brand, attract a younger demographic.
- Development of a brand and brand extensions, e.g. niche markets, relationship to product life cycles where a brand is rejuvenated after moving towards decline.
- Increase in profits. e.g. leading to greater budget for marketing activities, larger dividends to shareholders.
- Decrease in profits, e.g. marketing loss leaders to encourage more customers to experience the brand in the short term.

Learning aim C: Develop a market research activity and using data collected to present an idea for a promotional campaign for a travel and tourism business

The importance of fully planning a market research activity to ensure the data collected is reliable and valid, so interpretation fully supports the execution of promotional campaigns in travel and tourism businesses. The consequences of failure to do this can be costly for travel and tourism businesses.

C1 Prepare for a market research activity

- Promotional campaign, e.g. identifying objectives, choosing research methods in relation to objectives, target group to concentrate research on.
- Design research documentation, e.g. questionnaire, observation checklist, focus group report, feedback cards, recording of secondary research findings.

C2 Collect market research data

- Appropriate sources of primary research, e.g. survey, interview, observation, trials, questionnaires from returning tourists or passengers.
- Appropriate sources of secondary research, e.g. social media feedback on hotels, published reports, back data from previous tourists or passengers, industry reports, government data such as population statistics, customer spending trends.
- Importance of validity and reliability.
- Quantitative and qualitative data, methods of collection, purpose of collection.

C3 Analyse and present market research data

- Conduct competitor analysis, assessing strengths and weaknesses of competitors, e.g. numbers of customers, wide range of different target markets, seasonality, profitability, high and low season tariff dates.
- Determine close and distant competitors both domestically and internationally, e.g. who is targeting the same customers, what is their product offer in comparison.
- Data, e.g. quantitative –finance figures, customer numbers – and qualitative – customer reviews, focus group responses.

C4 Present a viable business case for a promotional campaign

- Identify customers, i.e. the target market you want to attract.
- Present research on customer needs and preferences, e.g. products and services required, the budget they have, preference for budget or premium products.
- Analyse factors that influence customer purchasing decisions, e.g. specific advertising, disposable income, desire to see a location.
- How to communicate effectively with customers to stimulate demand and persuade them to buy the product, e.g. via social media, direct mailing, international advertising.
- Outline understanding only is expected.

Learning aim D: Deliver a promotional campaign for a travel and tourism business and evaluate success

The importance of ensuring that a planned promotional campaign for a travel and tourism business meets the overall aims and objectives of the organisation, is well orchestrated and its impacts can be measured objectively to inform future travel and tourism promotions.

D1 Assessing promotional campaign in meeting aims and objectives of the business

- Key performance indicators (KPIs) to judge the success of the promotional campaign, e.g. sales revenue, profit, customer retention and new customers gained.
- The extent to which the promotional campaign contributes to business objectives, reinforces and supports brand values, and adds to sustainability of marketing activities.

D2 Delivering a promotional campaign

- Promotional campaign aims and objectives, e.g. to increase profit, to gain more customers by discounting in the short term, to bring customers to a specific event that is targeted to a specific market.
- Promotional techniques and materials to be used, e.g. advertising and leaflets, sales promotion and discounts, sponsorship and endorsements on clothing.
- Timescale of campaign, e.g. whether it will run for a week, a month, or longer, and reasoning behind decision.
- Season for the campaign to run, e.g. during peak or off-peak times.
- Promotional materials to be designed to attract the customers targeted and deliver on promotional campaign aims and objectives.
- Promotional materials designed to appeal to domestic target market and others designed for an international target market with obvious differences shown, e.g. language, specific to culture, humour and trends.

D3 Evaluation of promotional campaign

- Aims and objectives fully or partly met with recommendations on improvements for future promotional campaigns.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the marketing mix (the 4Ps and how they work together) and the factors influencing marketing in travel and tourism		
A.P1 Explain the marketing mix (4Ps) of two different businesses in travel and tourism. **A.P2** Review the factors influencing marketing decisions, using examples from different travel and tourism businesses.	**A.M1** Explain how the marketing mix needs to work together to optimise success, using examples from two different travel and tourism businesses.	**AB.D1** Evaluate the factors that influenced marketing decisions when planning successful promotional activities used by two different travel and tourism businesses and the impact these activities had on the businesses and their customers.
Learning aim B: Examine the potential impact that marketing activities have on the success of different travel and tourism businesses		
B.P3 Present on successful marketing activities from two different travel and tourism businesses.	**B.M2** Analyse the types of success the two different businesses have achieved when marketing activities work well.	

Pass	Merit	Distinction
Learning aim C: Develop a market research activity and using data collected to present an idea for a promotional campaign		
C.P4 Plan, design documentation and conduct a market research activity to collect data for a travel and tourism business that wishes to undertake a promotional campaign.	**C.M3** Recommend an idea for a promotional campaign using the data collected in the market research activity as justification.	**CD.D2** Evaluate how well the promotional materials produced will capture the attention of the specified target markets to enable the aims and objectives to be achieved, justifying any recommendations made.
Learning aim D: Deliver a promotional campaign for a travel and tourism business and evaluate success		
D.P5 Present a promotional campaign plan to include aims and objectives, target market, promotional techniques and materials to be used, timescales and season of year for the campaign. **D.P6** Design two different, clearly targeted, promotional materials, including all necessary information to be effective.	**D.M4** Explain how the choice of promotional techniques and materials, timescales and season of year meet the aims and objectives set for the campaign.	

Essential information for assignments

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

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

The relationship of the learning aims and criteria is:

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

Learning aim: C and D (C.P4, D.P5, D.P6, C.M3, D.M4, CD.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of current travel and tourism business information from websites and printed resources.

Essential information for assessment decisions

Learning aims A and B

Learners should build on and make connections between their evidence for learning aims A and B and the assessment tasks from across their programme of learning that relate to knowledge and understanding of types of travel and tourism and types of travel and tourism business.

To achieve learning aims A and B, learners must select **two** sufficiently **different** travel and tourism businesses to ensure full coverage of the assessment criteria. The selection of two different businesses will be by travel and tourism sector, for example one that offers a transport service and one that is a tour operator. Teachers should ensure that the travel and tourism businesses learners select will provide them with sufficient scope to ensure they can fully complete the assessments.

For Distinction standard, learners will evaluate the factors that influenced marketing decisions when planning promotional activities. The factors could be internal or external, for example: internal – budget, diversification of product range; and external – new legislation such as revoking visa requirements for a targeted country's customers so leading to a desire to increase customers or competitor activity. The evaluation then needs to expand to look at the success or otherwise of these activities and the impact on the business and its customers. Learners will evaluate the different approaches to marketing activities used by two different travel and tourism businesses, drawing on varied information. They will consider the strengths and weaknesses of the approaches used in the promotional activities to impact on the business and on customers. Learners will include well-selected, relevant examples that fully support justified recommendations for improvement. The evidence will demonstrate high-quality written communication through the use of accurate vocabulary to support a well-structured and considered response.

For Merit standard, learners should explain how the 4Ps work together to optimise success. For example, if a product is a premium one such as a luxury 5* hotel, then to discount this too often will damage the brand image and therefore reduce the motivation for the target market to stay. Similarly, sponsorship should be used where the target market is likely to see it. Learners need to use examples from the two different travel and tourism businesses they have chosen to research in their explanation.

In addition, learners then need to look at the types of success they can see in the two businesses they have researched, when the business's marketing activities go well. For example, do they bring in more money, more customers? The evidence will demonstrate high-quality written communication through the use of accurate and fluent vocabulary to support a well-structured and considered response.

For Pass standard, learners will explain the marketing mix of two different travel and tourism businesses. They will look at the product range of the businesses and their nature. They will explain the pricing strategies used and the distribution channels, as well as physical location and accessibility. In addition, learners will explain why the two different businesses use the promotional techniques and materials they do to market their business.

In addition, learners will present on the factors that can influence marketing decisions, such as the products that are developed and the way they are promoted. Learners will draw on their research to provide examples for their report. The report will also include information on successful marketing activities undertaken by the travel and tourism businesses learners have researched.

Learning aim C and D

In completing the assignment activity for this unit, learners will need to consider and select content that will enable them to apply their knowledge and skills from across other units in an integrated way. Learners will, for example, use appropriate forms of primary and secondary market research data, such as surveys and industry reports, to show justification for the chosen promotional campaign.

Learners should choose to promote a new travel and tourism product or service for their campaign. This may be for a new product or service for a travel and tourism business or a global destination, drawing on their wider understanding of the travel and tourism industry and consumer trends and/or factors that may influence the popularity and appeal of global destinations.

For Distinction standard, learners will produce and present a comprehensive evaluation of the promotional materials they have produced. One of these sets of materials should be targeted at a domestic market and the other should be targeted at an international market. The two materials should be different, i.e. there should be no more than one leaflet. The evaluation should be substantiated, perhaps through peer assessment and/or teacher- related feedback. The learner should refer to the criteria they have developed to make their comprehensive evaluation. These criteria should refer to the data collected in the market research activity so that clear linkage can be seen between the market research undertaken, the aims and objectives subsequently developed for the campaign, and the techniques and materials chosen for the target markets.

For Merit standard, learners will recommend ideas for a promotional campaign they wish to undertake. They will use the data from the results of market research they have undertaken to underpin the reasoned, analytical justifications they make for their ideas, including why they have selected the target market and product/service to promote. The presentation/report will follow a logical format with a clear structure.

Learners must explain how the techniques and materials chosen, along with the timescales and season chosen, meet the aims and objectives set for the campaign. Explanations will be reasoned and justified, showing clear links between the chosen aspects of the plan and the aims and objectives set. The evidence will use appropriate terminology and demonstrate good-quality written or oral communication.

For Pass standard, learners will plan, design and conduct market research to collect data for either a real or a fictitious travel and tourism business that wishes to promote a product/service. The learner will decide the most appropriate type of market research, i.e. questionnaire, focus group, etc. but primary research must be included. In addition, secondary research can be undertaken and would be expected in a comprehensive market research plan. The research should include competitor analysis.

Learners will conduct research with relevance to the given situations, using numerical and graphical data sources to record results.

Learners will produce and present a marketing plan for a new product/service, target market or a global destination. They will communicate effectively using appropriate English and correct use of technical/vocational language and formats.

Two different sets of promotional materials will be produced. Only one set of materials can be a leaflet. Materials must be targeted and include necessary information and selling language.

Links to other units

This unit links to all other units in the specification.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers
- designs and ideas to contribute to unit assessment, case study and/or project materials
- work experience
- own travel and tourism materials as exemplars
- support from local business staff as mentors.

Opportunities to develop transferable employability skills

Mathematical skills through statistical analysis.

Written and verbal communication skills through research, reports and promotional campaign planning and development.

Unit 4: Customer Service in Travel and Tourism

Level: **3**
Unit type: **Internal**
Guided learning hours: **90**

Unit in brief

Learners develop the skills needed to deliver internal and external customer experiences effectively, to support organisational success and create a plan to monitor and improve customer service consistent with organisational objectives.

Unit introduction

Effective delivery of the customer experience supports the growth and development of travel and tourism and allows the different sectors in the industry to retain their customers. Organisations within travel and tourism depend on being able to provide customers with excellent service and memorable experiences. The success of organisations depends on recognising customer expectations, understanding how these change, and developing appropriate customer strategies.

In this unit, you will investigate the broad context of how organisations deliver customer experience. You will use the skills needed to deliver customer service excellence and apply your understanding of the sector to plan for improvements. You will gain skills in retaining customers by giving them a full range of 'value-added' services and experiences specifically targeted to their needs, with the intention of exceeding their expectations. You will have the opportunity to explore the customer experience in selected organisations and will also develop and demonstrate customer service skills.

You will produce a plan to improve the customer service of an organisation, taking account of appropriate monitoring, data analysis and the organisation's objectives.

This unit will give you the knowledge and personal and vocational skills and behaviours to progress towards roles such as travel and tourism entrepreneur, leisure and corporate travel consultant, visitor attraction supervisor, guest experience supervisor, tour operations executive, cruise sales executive and personal travel counsellor.

The realistic vocational task will allow you to focus on data analysis and how technology is used to improve organisational performance. This will also support your progression to higher education.

Learning aims

In this unit you will:

A Explore how effective customer service contributes to organisational success

B Demonstrate customer service in different travel and tourism situations

C Review effectiveness of own performance in customer service to add value to travel and tourism organisations

D Plan to monitor and improve customer service to achieve organisational objectives.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore how effective customer service contributes to organisational success	**A1** Customer service in travel and tourism **A2** Customer communication, expectations and satisfaction **A3** Impact of customer service on the organisation	A report or presentation that evaluates the significance of excellent, compliant customer service provision, factors influencing customer decisions and the importance of managing customer expectations in a selected travel and tourism organisation.
B Demonstrate customer service in different travel and tourism situations	**B1** Customer service skills and behaviours **B2** Dealing effectively with customer service requests and complaints	Demonstration of customer service skills in two different travel and tourism situations: · one face-to-face situation · one telephone situation.
C Review effectiveness of own performance in customer service to add value to travel and tourism organisations	**C1** Evaluate individual performance **C2** Adding value	A written response to one of the customer scenarios, such as a formal letter, website or social media post, supported by professional documentation that demonstrates a knowledge of compliance with customer service regulations or policy. Self-evaluation of customer service skills and an action plan to develop customer service skills further. The plan will explain how the development of skills will add value to travel and tourism organisations.

Learning aim	Key content areas	Assessment approach
D Plan to monitor and improve customer service to achieve organisational objectives	**D1** How organisations research, monitor and analyse customer service **D2** The role of technology in the customer experience **D3** How organisations improve the customer experience **D4** Creating a customer-focused organisation and implementing service standards to achieve organisational objectives	A written plan that makes recommendations about how a selected travel and tourism organisation researches and monitors customer service and improves the customer experience. The plan will include references to how to ensure customer loyalty and achieve the organisation's objectives.

Content

Learning aim A: Explore how effective customer service contributes to organisational success

Travel and tourism organisations communicate with customers in a variety of ways. Any message from an organisation could be interpreted as conveying the organisation's attitude towards the customer. All aspects of customer service, including staff interaction with other employees and the quality of products and services offered, must be managed and monitored in order to ensure excellent customer service and commercial success.

A1 Customer service in travel and tourism

- Definition of internal customers and external customers.
- Considering internal and external customers and whether their needs and expectations differ.
- The importance of first impressions formed by the customer in different customer service settings, including: visual appearance of the organisation and staff; attitude and behaviour of staff in person, in written communications or on the telephone; products or services on offer and their format or appearance; navigation, reliability, availability and design of the organisation's website or mobile phone apps.
- Goals of customer-focused organisations, e.g. valuing and respecting all customers, being sensitive to individual needs, using initiative and creativity to solve problems efficiently and calmly, parity of esteem, providing a consistent service to all customers whatever their attitude.
- Understanding factors that influence a customer's decision about whether to make a purchase or use a service or provider, including:
  - o knowledge of the product or service being considered
  - o assurance that the organisation will be reliable and the product or service will meet expectations, e.g. perceptions that the organisation will deliver the product or service accurately, efficiently and in the agreed timescale
  - o empathy shown by customer service staff through listening to the customer, addressing their needs and conveying the message that the customer is important
  - o effectiveness of communication with the customer, e.g. keeping the customer informed in language they understand, ease with which the customer can contact the organisation
  - o credibility of the organisation, e.g. perception of whether the organisation is trustworthy, honest and inspires confidence
  - o perception of value for money, e.g. whether the customer thinks they can get the product or service cheaper elsewhere, perceptions of what added value the customer is purchasing.
- The importance of teamwork in helping to ensure excellent customer service and maximise efficiency and commercial success.
- Identifying customer-facing roles in the travel and tourism industry and being able to assess customer expectations for each role.

A2 Customer communication, expectations and satisfaction

- Understand different types of customers and their needs: single and group travellers, organised tours, business, luxury or budget travellers, range of international background – religious, dietary requirements, travellers with different international and/or cultural backgrounds, domestic tourists, same-sex couples, people with physical disabilities – creating an accessible environment, people with mental disabilities – using appropriate communication methods to suit the disability. Key issues of global equality and diversity and International Labour Law.

- Communicating clearly and respectfully with the customer:
  o verbally, e.g. active listening and body language, getting your listener to respond by using open questions, avoiding jargon, acronyms, sarcasm or inappropriate humour
  o written, by ensuring communication is clear, uses appropriate language and is well presented, e.g. in electronic (online communication/social media) and hard copy correspondence, reports and spreadsheets used for design of itineraries as well as quotes of costs, slideshow presentations, leaflets, brochures, apps, websites, maps and questionnaires.

- Understanding key areas of customer expectations and satisfaction, including:
  o anticipation of good service – reliable, accurate information or service, offering different options, impact of advertisements, reputation, word of mouth, recommendations from others
  o importance of responding to customer needs and exceeding customer expectations, e.g. providing additional help and assistance, dealing promptly with problems, offering discounts, offering additional products or services, providing exceptional help and assistance for customers with special requirements.

- Managing customer complaints by being consistent with organisational policies and procedures, knowing when to escalate to a line manager, keeping the customer informed.

- Implications of not addressing customer complaints, guidelines/regulations in relation to customer complaints, consumer rights.

- Understanding the risks to the organisation of not dealing with customer problems or complaints appropriately.

- Balancing customer satisfaction with organisational aims and objectives, including commercial objectives.

A3 Impact of customer service on the organisation

- The service experienced by an organisation's customers may have positive or negative effects for the organisation in several areas, including:
  o feedback generated via word of mouth, social media and other types of media
  o reputation and brand/image
  o sales figures
  o number of new customers, returning customers and customer loyalty
  o customer confidence
  o job satisfaction for employee and organisational morale.

- Customer service in the travel and tourism industry operates within regulatory and organisational requirements, standards and practices. There are consequences if these requirements, practices and standards are not followed, including:
  - o implementing service standards-based form the International Organisation for Standardisation relating to Customer Satisfaction, Customer Satisfaction and Complaints Handling, Measuring Customer Satisfaction
  - o implications of statutes and regulations relevant to the travel and tourism industry, e.g. General Data Protection Regulation (GDPR), consumer rights, development of tourism in global destinations
  - o obtaining and interpreting feedback from customers and employees, e.g. social media and other types of media, trade articles, questionnaires
  - o identifying improvements by using customer service models and concepts, e.g. service-quality gaps, models of excellence, case studies.

Statutes and regulations current at the time of teaching and relevant to your country should be used. Outline understanding only is expected.

Learning aim B: Demonstrate customer service in different travel and tourism situations

B1 Customer service skills and behaviours

- Communication and interpersonal skills:
  - o verbal, e.g. face to face, telephone, resort welcome meeting, presentations
  - o non-verbal, e.g. brochure, website, letter, email, reports, advertising, text messaging, digital media, map information
  - o recognising and overcoming barriers to communication, e.g. open versus closed questions, levels of empathy, understanding and sensitivity, inappropriate versus appropriate words or phrases, calm manner versus aggression, using appropriate language
  - o listening, pitch and tone of voice, body language, attitude, behaviour, professional image, personality, conversation skills, giving a consistent and reliable response, empathy.
- Behaviours, e.g. problem solving, showing respect, ability to say no.

B2 Dealing effectively with customer service requests and complaints

- Customer-service situations:
  - o providing correct and appropriate information, products or services, promoting additional products and services effectively, giving appropriate advice, taking and relaying messages accurately
  - o understanding and acting within the limitations of own role and authority, keeping records consistent with organisational policy and requirements
  - o dealing with problems, handling complaints and customer behaviour, implementing remedial measures, following required protocols in emergency situations, following organisational policy and any legal requirements.

Learning aim C: Review effectiveness of own performance in customer service to add value to travel and tourism organisations

C1 Evaluate individual performance

- Skills audit of customer service skills based on workplace situations or role play.
- Personal SWOT matrix (Strengths, Weaknesses, Opportunities, Threats) analysis to assess any gaps, e.g. interpersonal and communication skills – body language, listening skills, handling complaints, working with others.
- Action plan weaknesses and development goals using SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets by:
  - identifying resources and support needed and available to meet objectives
  - setting review dates
  - monitoring the plan to assess progress against targets.

C2 Adding value

- Determine how development of own customer service skills and planning for skills improvement will contribute to the business success of an organisation.
- Consider customers' perspective.
- Improve customer satisfaction.
- Integrate marketing models into delivery of customer service.
- Develop a memorable customer experience.

Learning aim D: Plan to monitor and improve customer service to achieve organisational objectives

D1 How organisations research, monitor and analyse customer service

- Data analysis, e.g. visitor numbers, occupancy rates.
- Online feedback, reviews, social media, mystery shoppers.
- Customer data/information from loyalty programmes, e.g. nights stayed, locations.
- Competitor analysis.
- Performance indicators, e.g. financial performance data and sales figures, satisfaction survey, number of complaints, customer loyalty data, new customer figures, independent review.

D2 The role of technology in the customer experience

- Role of technology:
  - customer selection/comparison via the internet, e.g. review websites, comparison sites
  - accuracy of information
  - customer reviews and feedback and the impact on the selection of information
  - mobile apps.
- Role of social media:
  - new and existing customers 'follow' the organisation
  - sharing of positive and negative information.
- Impact on customers who have difficulty in accessing current or new technology:
  - impact of electronic tickets and mobile tickets on the customer
  - customer relations software used by the organisation.
- Reliability and validity of information or data.

D3 How organisations improve the customer experience

- Adapting core values, mission statement, organisational objectives.
- Range, suitability, diversity of products, services offered.
- Partnerships with other well-known brands.
- Marketing and promotion.

D4 Creating a customer-focused organisation and implementing service standards to achieve organisational objectives

- Reviewing and amending mission statement, core values and objectives to include customer service statements.
- Analysing the customer journey from start to finish and identifying improvements.
- Communicating core values and identifying training for employees.
- Listening and acting on feedback, e.g. monitoring review sites, observing service level agreements (SLA) for complaint handling.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore how effective customer service contributes to organisational success		
A.P1 Explain the factors that influence customer decisions in the travel and tourism industry. **A.P2** Explain the positive impacts of delivering excellent customer service. **A.P3** Explain the importance of managing customer expectations.	**A.M1** Analyse the impacts of a travel and tourism organisation not responding effectively to a customer.	**A.D1** Evaluate the importance for a travel and tourism organisation of providing excellent customer service that complies with local regulations.
Learning aim B: Demonstrate customer service in different travel and tourism situations		**BC.D2** Consistently demonstrate initiative, responsibility and professionalism in using communication and interpersonal skills to successfully meet the needs of different types of customers in two different situations; evaluating the importance of the personal development plan in contributing to the development of own skills and to the business success of travel and tourism organisations.
B.P4 Competently demonstrate communication and interpersonal skills appropriate to meet the needs of different types of customers in two different situations.	**B.M2** Confidently and effectively demonstrate communication and interpersonal skills appropriate to meet the needs of different types of customers in two different situations.	
Learning aim C: Review effectiveness of own performance in customer service to add value to travel and tourism organisations		
C.P5 Review own customer service skills and produce an action plan to address areas where improvements could be made and explain how development of skills will add value to travel and tourism organisations.	**C.M3** Assess how the personal development plan could improve own performance in customer service and help travel and tourism organisations achieve their business goals.	

Pass	Merit	Distinction
Learning aim D: Plan to monitor and improve customer service to achieve organisational objectives		**D.D3** Present a comprehensive plan with recommendations about how a selected travel and tourism organisation could develop its monitoring methods and use data to improve customer service consistent with organisational objectives.
D.P6 Present a basic plan explaining how a selected travel and tourism organisation could use monitoring methods and data to improve customer service consistent with its organisational objectives.	**D.M4** Present a detailed plan analysing how a selected travel and tourism organisation could develop its monitoring methods and use data to improve customer service consistent with its organisational objectives.	

Essential information for assignments

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

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

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

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

Learning aim: D (D.P6, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a work setting that will allow them to observe the communication methods used and, ideally, demonstrate their communication skills.

Essential information for assessment decisions

Learning aim A

To achieve learning aim A, learners must select a suitable travel and tourism organisation to ensure full coverage of the assessment criteria. Teachers should ensure that the travel and tourism organisations learners select will provide sufficient scope to ensure they can fully complete the assessments.

For Distinction standard, learners will give a thorough evaluation of the importance of providing excellent customer service that complies with local regulations and standards including those designed to ensure equality for different types of customers. Learners will give specific, reasoned details relating to organisational objectives and the benefits of providing high-quality customer service that complies with the requirements of regulations and best practice. Learners will offer convincing reasons and examples that justify their evaluation and give clear conclusions.

For Merit standard, learners will give a balanced analysis of the impacts for a selected travel and tourism organisation if it does not respond effectively to all types of customer. The analysis will consider the impacts that are relevant and appropriate to the chosen organisation. Learners will support their analysis with relevant evidence in terms of specific details and examples of the impacts.

For Pass standard, learners will give an explanation of the factors that influence customer decisions regarding whether or not to purchase travel and tourism products or services. A variety of different types of customers should be considered. Learners will also explain the positive impacts for an organisation that delivers excellent customer service. Learners will show an understanding of most of the relevant factors but may make limited use of supporting evidence in their explanations.

Learners must give a realistic explanation of the reasons why an organisation should manage customer expectations. The explanation may be unbalanced or superficial and/or generic in parts.

Learning aims B and C

To achieve learning aims B and C, learners will demonstrate customer service skills in **two different** scenarios, one of which will result in a **written** customer service response. The scenarios could be in real travel and tourism workplace situations, evidenced by witness statements and statements from learners. Alternatively, the scenarios may be simulated through role play. One scenario must involve face-to-face communication and the other must be conducted over the telephone. In addition to the face-to-face scenario and telephone scenario, learners will produce a written response that addresses one of the customer service scenarios dealt with. The written response must be in a format appropriate to the customer service scenario, for example an email, a website or social media post, or a formal letter.

One scenario must involve a **challenging** customer service situation and the other must involve a **complex** customer service situation. A challenging customer service situation is one where the behaviour of the customer is challenging or difficult and the customer service agent is required to use appropriate knowledge and skills to address and control the customer's behaviour, understand the nature of the customer's problem and reach an agreed solution. For example, this could be an aggressive or distressed customer who is making a complaint about a poor standard of hotel accommodation.

A complex customer service situation will involve multiple, sometimes complicated, factors and/or other parties. The customer service agent is required to understand and deal with multiple factors, how they interrelate and their consequences for the customer and the travel and tourism organisation. In this situation, the customer service agent will need to communicate with other parties such as a supervisor and/or third-party supplier to reach an agreed solution. Complex customer service scenarios may occur rarely but failure to resolve the situation in an effective manner is likely to lead to further problems for the organisation and/or customer.

For example, this could be a situation where a customer has fallen ill or had an accident due to possible negligence by the organisation.

Where simulated role-play scenarios are used, they must be based on realistic customer service scenarios in the travel and tourism industry. The scenarios and customers selected must be different for each role play. The customers involved could be teachers or other adults, perhaps from the travel and tourism industry. Where more people are needed to make a role-play situation more realistic, for example queues of customers, it would be acceptable for other learners to participate.

For Distinction standard, learners must consistently demonstrate initiative, professionalism and responsibility in using communication and interpersonal skills to successfully resolve both customer scenarios being dealt with and produce a comprehensive, convincing written response.

For each scenario, learners will take responsibility for the situation and deal effectively with the customer to ensure a successful solution, including any follow-up actions required. Learners will deal effectively with customer behaviour and show a high degree of empathy. Within the limits of their own responsibility and accepted guidelines, they will consistently demonstrate initiative in understanding and solving problems in customer service situations to ensure an effective outcome for both the customer and the organisation.

Learners will demonstrate a professional attitude and comprehensive knowledge of relevant procedures at all times, successfully balancing the interests of the customer with the interests and requirements of the organisation. They will show their ability to understand and manage situations effectively and fully comply with all relevant regulatory and good-practice requirements.

The written customer service response will be well structured and address the points raised in the customer service situation to which it relates fully. The written response will make effective use of supporting documentation and demonstrate comprehensive knowledge of compliance with relevant customer service regulations or policy.

For Merit standard, learners must demonstrate that they have the knowledge and skills to deal with customers in two different customer-related situations confidently and effectively, and provide an efficient written response related to one of the scenarios.

Learners will deal confidently with customer behaviour in a way that achieves positive outcomes to problems or complaints for both the customer and the organisation. They will show a clear understanding of the problems or complaints in each scenario, as well as a clear understanding of the customer's feelings or point of view. Learner conduct in both of the customer service situations will be entirely appropriate and their knowledge of relevant customer service requirements and practice will be sound.

The written customer service response will be structured and will mostly address the points raised in the customer service situation to which it relates. The written response will make clear use of supporting documentation and knowledge of compliance with customer service regulations or policy.

For Pass standard, learners will demonstrate competent communication and interpersonal skills appropriate to meet customer needs in two different customer service situations. They will also produce a competent written response related to one of the customer service scenarios.

Learners will apply their customer service knowledge and skills to deal competently with customer service situations to achieve an appropriate and acceptable outcome for both the customer and the organisation. There will be no unacceptable omissions in the customer service knowledge and skills evidenced by learners. However, the application of knowledge and skills might be limited in scope or depth. Learners will show a limited amount of empathy for the customer. They will demonstrate an understanding of key aspects of the customer problems or complaints. However, learner understanding of these key aspects and the consequences of not resolving them might be superficial in parts.

The written customer service response will be structured and address the most important points raised in the customer service situation to which it relates. The written response will make some use of supporting documents and show some knowledge of compliance with customer service regulations or policy. However, the content of the written response will not be detailed and may be unbalanced, focusing mainly on customer satisfaction or on the organisation's requirements rather than on the interests of both the customer and the organisation.

Learners will use appropriate feedback, such as teacher observation/witness statements, peer observation statements and videos, to evaluate their own performance in the customer service scenarios. Learners will reflect on their own customer service skills and produce a personal development plan to address areas where improvements could be made. They will consider the value of skills development and a personal development plan to the commercial success of travel and tourism organisations.

For Distinction standard, learners will thoroughly evaluate the usefulness of their personal development plan in the development of their own skills, as evidenced by their thorough, earlier reflection on the customer service situations. They will thoroughly evaluate the usefulness of the plan in contributing to the business success of travel and tourism organisations, making clear links to the value of their own skills to travel and tourism organisations as future employers or places of work. Learners will articulate their views concisely and fluently, and evaluate relevant concepts, ideas and actions in order to reach reasoned and valid conclusions. They will give valid, specific examples to support their conclusions.

For Merit standard, learners will give a clear, balanced assessment of how the personal development plan could improve their performance in customer service, as evidenced by their earlier reflection on the customer service situations and how their skills could help travel and tourism organisations achieve their business goals. The assessment will be supported by well-documented, relevant evidence.

For Pass standard, learners will produce a realistic review of their strengths and weaknesses. The self-assessment must be linked specifically to what learners did or did not do to resolve the customer complaints or problems. Learner reviews may be unbalanced or contain some minor inaccuracies. Based on the outcome of the feedback and personal review, learners will produce an appropriate action plan for the development of their own customer service skills. The plan will be realistic, but it may be superficial or limited in parts. Learners will offer a realistic explanation of the value of their skills to travel and tourism employers, but the explanation may lack depth or offer limited examples of how their skills might be useful.

Learning aim D

Learners should select a travel and tourism organisation to research for the completion of a plan on improving customer service.

For Distinction standard, learners will make convincing recommendations about effective methods that could be used by a selected organisation to build a loyal customer base and improve the quality of customer service. Learners will provide well-selected evidence for their comprehensive plan to justify their recommendations, demonstrating a thorough investigation of the recommended methods, including valid references to the use of technology. Learners may offer multiple solutions and will consider possible alternatives consistent with the objectives of the selected organisation. Examples of good practice in other organisations or contexts may be used to help justify the recommendations. All recommendations will be valid, well considered and demonstrate an in-depth understanding of the most effective methods used in top-quality customer service. The evidence will demonstrate high-quality written communication through the use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners will produce a balanced analysis of the methods used by a selected organisation, with a clear and coherent detailed plan to improve standards of customer service and increase customer loyalty.

In doing so, learners will methodically investigate the customer service methods, assessing their suitability. This will include demonstrating a clear understanding of the importance of technology in customer service and a review of how it is used. Learners will demonstrate an appreciation of the relative significance of different factors involved in monitoring and reviewing customer service and the relationships between these factors and the objectives of the selected organisation. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will show a broad understanding of most of the key methods and factors used by a selected organisation and produce a basic plan with suggestions on how to improve standards of customer service and increase customer loyalty. They will also give an appropriate explanation of how customer service is monitored and reviewed, including the use of technology to improve the customer experience consistent with the objectives of the selected organisation. There will be references to the goals of improving levels of customer service, but they may be superficial in parts. The evidence may be limited in scope or make superficial use of supporting evidence. Some minor inaccuracies may exist.

Links to other units

This unit links to:
- Unit 1: The Travel and Tourism Industry
- Unit 2: Worldwide Travel and Tourism Destination
- Unit 9: Visitor Attractions
- Unit 13: Work Experience in Travel and Tourism.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers
- work experience
- participation in audience assessment of role play/presentations
- opportunities to visit and experience travel and tourism organisations.

Opportunities to develop transferable employability skills

Verbal and non-verbal communication and interpersonal skills through demonstrating customer service skills.

Analytical and planning skills through monitoring and improving customer service.

Unit 5: Travel and Tourism Enterprises

Level: **3**
Unit type: **Internal**
Guided learning hours: **90**

Unit in brief

Learners develop the skills needed to undertake research to identify a gap in the market for a new travel and tourism enterprise. They create a plan and marketing strategy and carry out a pitch of the new idea to generate interest.

Unit introduction

Globally, the expectations of tourists and travellers are changing rapidly. To meet these expectations, the travel and tourism sector is constantly evolving and offering a wider range of options to suit different demographics. The needs of both business and leisure travellers are diverse and changing. There is a wide and varied choice of tourist-related activities available, from kitesurfing in Spain to cultural tours in Croatia or eating with local people in their own homes. The age profile for tourists wishing to embark on more adventurous or niche holidays is also changing. Increasingly, entrepreneurs are taking advantage of these trends and coming up with innovative ideas to suit the changing needs of consumers.

In this unit, you will research potential travel and tourism enterprise opportunities and develop a start-up plan and marketing strategy before the launch of the new enterprise. You will develop skills to deliver a pitch to promote your plan to interested parties to see what their response is to the potential enterprise. In completing the assessment tasks for this unit, you will select and apply your knowledge and skills from across your programme.

This unit will give you the knowledge, and personal and vocational skills and behaviours to progress towards roles such as travel and tourism entrepreneur, travel sales consultant, event planner, tourist guide, personal travel counsellor, and working as employee/partner as part of business start-ups.

The wide range of skills and knowledge developed in this unit will also help you to progress to Higher Education.

Learning aims

In this unit you will:

A Carry out market research to identify a new travel and tourism enterprise idea to meet the changing needs of consumers

B Develop a start-up plan for a new travel and tourism enterprise to meet the changing needs of consumers

C Prepare a marketing strategy to launch the new travel and tourism enterprise to raise consumer awareness

D Carry out a pitch for the new travel and tourism start-up plan in order to generate interest in the new travel and tourism enterprise.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Carry out market research to identify a new travel and tourism enterprise idea to meet the changing needs of consumers	**A1** Types of market research **A2** Purpose of market research **A3** Interpretation of research findings	An individual research portfolio that investigates opportunities for a new travel and tourism enterprise.
B Develop a start-up plan for a new travel and tourism enterprise to meet the changing needs of consumers	**B1** Legal aspects of the new enterprise **B2** Financial feasibility of the new enterprise **B3** Resources required for the new enterprise **B4** Documents to record the start-up plan for the new enterprise	An individual start-up plan for a new travel and tourism enterprise, together with a marketing strategy to launch the new enterprise. An evaluation of the feasibility of the plan.
C Prepare a marketing strategy to launch the new travel and tourism enterprise to raise consumer awareness	**C1** Marketing mix **C2** Marketing strategy overview	
D Carry out a pitch for the new travel and tourism enterprise start-up plan in order to generate interest in the new travel and tourism enterprise	**D1** Opportunities to present a pitch for the new travel and tourism enterprise to an audience **D2** Consideration of factors when choosing method of presentation and venue **D3** Appropriate resources for the pitch **D4** Appropriate supporting documents for the pitch **D5** Presentation skills appropriate to the chosen pitch method	Audio/video evidence of learners delivering a pitch for the travel and tourism enterprise to an audience at an appropriate venue, that uses a range of resources to generate interest in the new enterprise which can be supported by observation records. This needs to be accompanied by supporting documentation and followed by a reflective account on the success of the new enterprise and on the learner's performance in delivering the pitch.

Content

Learning aim A: Carry out market research to identify a new travel and tourism enterprise idea to meet the changing needs of consumers

A1 Types of market research
- Primary, e.g. questionnaires and surveys, including face to face, postal, email, telephone, focus groups, panels.
- Secondary, e.g. the internet, customer reviews, government statistics, company reports, trade journals.
- Quantitative: measured and illustrated through numbers.
- Qualitative: assessments representing an individual's view of something.

A2 Purpose of market research
- To review target market, e.g. young people, families, senior citizens, couples, groups.
- To establish needs, e.g. growth in markets, changing fashions and trends.
- To identify a gap in the market.
- To identify competitors.

A3 Interpretation of research findings
- Presentation of findings, e.g. graphs, charts.
- Validity and reliability of research or data.
- Analysis of research.

Learning aim B: Develop a start-up plan for a new travel and tourism enterprise to meet the changing needs of consumers

B1 Legal aspects of the new enterprise
- Legal form of the company, according to own country's legal types of business ownership.
- Copyright and intellectual property (IP).
- Legislation:
  - employment
  - health and safety
  - data protection
  - environmental protection
  - consumer protection.

B2 Financial feasibility of the new enterprise
- Projected costs: set-up, fixed and variable costs.
- Determining the amount of finance required based on projected costs.
- Payback period.
- Projected profit/loss.
- Break-even point.
- Cash flow forecast.

B3 Resources required for the new enterprise

- Physical resources.
- Financial resources.
- Human resources.

B4 Documents to record the start-up plan for the new enterprise

- Formal business plan.
- Flowchart.
- Report.

Learning aim C: Prepare a marketing strategy to launch the new travel and tourism enterprise to raise consumer awareness

C1 Marketing mix

- Product/service: features, benefits, unique selling point (USP).
- Pricing strategies: penetration, cost plus, competitor based, skimming.
- Promotion, e.g.:
  o advertising, e.g. newspapers, magazines, radio, television, online, skywriting, billboards
  o media and public relations, e.g. television and radio, guerrilla marketing
  o digital marketing, e.g. the internet; social media such as Facebook®, Twitter®, LinkedIn®, Instagram®; mobile phones; electronic billboards
  o trade and consumer shows
  o brochures.
- Place – tourism distribution channels:
  o direct distribution channels, e.g. advertising, brochure distribution, website, social media, client referrals
  o indirect distribution channels, e.g. through a third party such as retail travel agents, wholesalers and inbound tour operators.

C2 Marketing strategy overview

- Content of the marketing message.
- Selection of an appropriate mix.
- Selection of an appropriate media.
- How the strategy is to be evaluated.

Learning aim D: Carry out a pitch for the new travel and tourism enterprise start-up plan in order to generate interest in the new travel and tourism enterprise

D1 Opportunities to present a pitch for the new travel and tourism enterprise to an audience

- Trade journals, newspapers, websites and social media.
- Exhibitions, e.g. World Travel Market (London), International Travel Trade Show (Berlin), Africa Travel Week (Capetown), ITB (Asia), IMEX (America), Arabian Travel Market (Dubai).
- Conferences.

D2 Consideration of factors when choosing method of presentation and venue

- Size, e.g. space available for the pitch.
- Risk assessment, e.g. health and safety.
- Contingency planning.
- Insurance.
- Available budget.
- Visual impact, e.g. effective use of signage and graphics.

D3 Appropriate resources for the pitch

- Appropriate resources, e.g. multimedia equipment, shelving, literature racks, panel display boards, poster and graphic display stands, flags, whiteboards.

D4 Appropriate supporting documents for the pitch

- Detailed supporting documents that relate to the individual enterprise plan and show evidence of exploration of potential questions from audience members, e.g. risk, expectations for return.
- Other supporting documents, e.g. posters for display boards, handouts/flyers, enterprise summary sheets, presentation for multimedia display, brochures.

D5 Presentation skills appropriate to the chosen pitch method

- Appropriate presentation skills, e.g.:
  o personal presentation, conduct and attitude of presenter
  o preparation and subject knowledge of presenter
  o ability to use resources and equipment safely and effectively
  o communication skills, e.g. ability to explain ideas convincingly, ability to engage an audience, listening skills, ability to answer questions clearly and accurately, ability to present written and visual information in a persuasive manner.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Carry out market research to identify a new travel and tourism enterprise idea to meet the changing needs of consumers		**A.D1** Evaluate the importance of carrying out thorough and appropriate market research before embarking on a new travel and tourism enterprise.
A.P1 Explain the different types of market research that can be used to identify a new travel and tourism enterprise idea. **A.P2** Carry out research for a new travel and tourism enterprise idea.	**A.M1** Analyse research information to inform a start-up plan for a new travel and tourism enterprise idea.	
Learning aim B: Develop a start-up plan for a new travel and tourism enterprise to meet the changing needs of consumers		
B.P3 Explain the proposed travel and tourism enterprise. **B.P4** Produce a start-up plan for the new travel and tourism enterprise.	**B.M2** Analyse the feasibility of the start-up plan for a new travel and tourism enterprise.	**BC.D2** Evaluate the feasibility of the start-up plan and marketing strategy, taking into account any constraints.
Learning aim C: Prepare a marketing strategy to launch the new travel and tourism enterprise to raise consumer awareness		
C.P5 Explain why the elements of the marketing mix are important in raising awareness for the new travel and tourism enterprise. **C.P6** Prepare a marketing strategy for the new travel and tourism enterprise.	**C.M3** Assess the potential effectiveness of the marketing strategy in raising awareness for the new travel and tourism enterprise.	

Pass	Merit	Distinction
Learning aim D: Carry out a pitch for the new travel and tourism enterprise start-up plan in order to generate interest in the new travel and tourism enterprise		**D.D3** Demonstrate individual self-management and initiative in the presentation of a high-quality, successful pitch that generates interest in the new travel and tourism enterprise.
D.P7 Prepare the resources and documentation needed to present a pitch for the new travel and tourism enterprise to a selected audience. **D.P8** Present a pitch for the new travel and tourism enterprise to a selected audience.	**D.M4** Plan and present a pitch for the new travel and tourism enterprise, making recommendations for improvements.	

Essential information for assignments

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

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

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

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

Learning aim: D (D.P7, D.P8, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

There are no specific additional requirements for this unit.

Essential information for assessment decisions

Learners must select a suitable enterprise idea to ensure full coverage of the criteria. Learners must produce a start-up plan, marketing strategy and a pitch to promote the new idea. The format of the pitch presentation may include audience participation or be static. Teachers should ensure that learners' enterprise ideas provide sufficient scope to enable them to fully complete the assessments.

In completing the assessment activity for this unit, learners will have to consider and select content that will enable them to apply their knowledge and skills from across the other units in an integrated way to a realistic work situation.

Learning aim A

Learners should make connections between their market research and the assessment of tasks from across their programme of learning related to demonstration of knowledge and understanding of: types of travel and tourism organisations; the roles, products and services available; current trends in travel and tourism and industry responses to these trends.

For Distinction standard, learners will produce a comprehensive, detailed portfolio of research using a wide variety of relevant sources. The sources of information will include both primary and secondary research and will thoroughly investigate the current trends and opportunities for new travel and tourism enterprises. Learners will evaluate the research information to justify the choice of the new enterprise idea. There will be a detailed evaluation regarding the importance of carrying out thorough and appropriate market research before embarking on a new travel and tourism enterprise idea. The evidence will demonstrate high-quality written/oral communication through the use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners will methodically investigate the current trends and opportunities for new travel and tourism enterprises. Research portfolios will be detailed and contain a variety of relevant sources and include both primary and secondary sources. Learners will analyse the feasibility of their own ideas based on the outcome of their investigations. Learners will give a clear, accurate and balanced analysis that demonstrates good-quality written or oral communication.

For Pass standard, learners will explain the different types of market research that can be used to identify a new travel and tourism enterprise idea. Learners' explanations will be appropriate and cover all the types of research listed in the unit content but the explanations might be limited in scope or superficial in parts.

Learners will carry out research using both primary and secondary sources of information into current trends and opportunities for new travel and tourism enterprises. Learners' research will be evidenced in a research portfolio, which is appropriate and realistic; however, the range of information sources may be limited and some may not be relevant.

Learning aims B and C

Learners should make connections between their proposed travel and tourism enterprise idea and the assessment of tasks from across their programme of learning related to demonstration of knowledge and understanding of: types of travel and tourism organisations; the roles, products and services available; current trends in travel and tourism and industry responses to these trends.

For Distinction standard, learners will produce an evaluation of the proposed travel and tourism enterprise. Learners will fully justify the idea using their research analysis. The start-up plan for the idea will be comprehensive and include a thorough consideration of the legal implications of the relevant country and how these may affect their proposal. Learners will produce accurate and relevant financial data to support the enterprise, together with a comprehensive and detailed identification of the resources required. Learners will discuss any constraints that may have an effect on the feasibility of their idea. The marketing strategy will include a well-balanced marketing mix and demonstrate learners' ability to apply their understanding of the importance of the elements of the marketing mix in raising consumer awareness. Learners will evaluate the feasibility of the marketing strategy, taking into account the timeline for the strategy and the budget available. The report will demonstrate high-quality written communication through accurate and fluent technical vocabulary to support a well-structured and considered response.

For Merit standard, learners will produce a clear, balanced analysis of the proposed travel and tourism enterprise. There will be justification of the idea based on the results of their research. The start-up plan for the idea will be detailed and include consideration of the legal implications of the relevant country and how these may affect their proposal. Learners will produce relevant financial data to support the enterprise, together with a detailed identification of the resources required. The marketing strategy will include a sound marketing mix and demonstrate learners' understanding of the importance of the elements of the marketing mix in raising consumer awareness. Learners will assess the effectiveness of the marketing strategy in raising awareness for the new idea. The evidence will demonstrate good-quality written communication.

For Pass standard, learners will produce a realistic explanation of the proposed travel and tourism enterprise. They will produce a start-up plan that includes some consideration of the legal implications of the relevant country that may affect the proposal. Learners will produce detailed and appropriate financial data that may contain some minor inaccuracies or be irrelevant in parts. There will be evidence that learners have considered the resources required to set up the enterprise, but the evidence might be superficial or limited in scope. Learners will include evidence of their understanding of the main elements of the marketing mix, and produce a marketing strategy that may not be entirely well balanced.

Learning aim D

In order to achieve the assessment criteria for this learning aim, learners must plan and carry out an individual presentation pitch to generate interest in the new travel and tourism enterprise. Learners will select a form of presentation that is appropriate to the enterprise idea and audience. The format of the presentation could be static, for example a visual display or multimedia presentation, or interactive, for example an oral presentation supported by audio-visual materials.

For Distinction standard, learners will show a high level of initiative and self-management in planning and accessing the resources required for the pitch presentation. There will be evidence that learners have carried out a detailed risk assessment of the venue and have produced a detailed contingency plan. Learners will, within the budget allowed and using available resources, produce a well-designed, individual presentation that demonstrates a high level of individual technical ability, attention to detail, innovation and precision. The pitch presentation will be completely appropriate to the intended audience or visitors. Supporting documents will be well structured and show evidence of logical links to the enterprise research carried out before the pitch. The documents will effectively communicate the travel and tourism enterprise to the audience. There will be evidence that learners have recommended improvements that could be made to the pitch. Evidence will be supported by observation records, witness statements and digital media.

For Merit standard, learners will plan and access resources required for the pitch. There will be evidence that learners have, as part of their planning, carried out a risk assessment of the venue and produced a contingency plan. Learners will, within the budget allowed and using available resources, produce a clear, structured individual presentation that attracts interest from the audience at the pitch. Supporting documents will be detailed and show links to the enterprise research carried out before the pitch. The documents will clearly communicate the travel and tourism enterprise to the audience. Learners will produce a document explaining what recommendations they would make to improve the pitch, should they do it again. Evidence will be supported by observation records, witness statements and digital media.

For Pass standard, learners will provide evidence of realistic planning, including a consideration of risk assessment and contingency planning for the pitch. There will be evidence that learners have used different types of resources to produce the pitch presentation, although not all resources may be entirely relevant. Learners will produce an individual presentation that accurately explains the new travel and tourism enterprise but may be superficial in parts. Learners will produce appropriate documents to generate interest in the new travel and tourism enterprise. There will be no crucial omissions or errors in the supporting documents, although specific links may not always be apparent between the documents and the enterprise idea or prior research undertaken. Evidence will be supported by observation records, witness statements and video clips.

Links to other units

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 14: The Cruise Industry
- Unit 10: Global and Domestic Passenger Transport
- Unit 11: Events, Conferences and Exhibitions for the Travel and Tourist Industry.

Employer involvement

This unit would benefit from employer involvement in the form of specialist speaker talks and visits.

Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

· research skills

· presentation skills

· written and verbal communication skills.

Unit 6: Specialist Tourism

Level: **3**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners research and analyse the scale, size and scope of specialist tourism in the travel and tourism industry, including key specialist providers, recent trends and types of specialist tourism.

Unit introduction

Specialist tourism is a growing area of the travel and tourism industry, with more niche markets appearing year on year. Global adventure tourism is consistently growing by nearly 7% each year, with medical tourism growing by 18% in 2018.

In this unit, you will investigate the scale and scope of specialist tourism and its significance in the travel and tourism industry. You will identify the current key players and their specialisms and consider specific current trends. Finally, you will look at established and emerging specialisms and their appeal to, and popularity with, differing markets.

This unit will help you progress to higher education to a variety of courses that require knowledge of specialist customer markets, for example a degree in tourism, leisure, business studies.

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

Learning aims

In this unit you will:

A Investigate the variety of specialist tourism choices and providers

B Explore the scale, scope and growth of specialist tourism

C Examine the durability and impact of key types of specialist tourism.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the variety of specialist tourism choices and providers	**A1** Definition of specialist tourism **A2** Independent tour operators **A3** Mass-market tour operators that have entered the specialist tourism market **A4** The impact of online travel agencies (OTAs) and online booking on specialist tourism	A report investigating the variety of providers in the specialist tourism sector and their different roles. Focusing on four different attractions (two natural and two built), the report will also investigate the role of OTAs and online booking in these choices.
B Explore the scale, scope and growth of specialist tourism	**B1** Customer demographic taking specialist tourism holidays **B2** Global growth of specialist tourism (during the 21st century) **B3** Types of holidays and destinations in specialist tourism **B4** The role of media and review sites in the development of specialist tourism	A presentation with accompanying maps, graphs or charts, which considers the demographic trends, role of media and review sites, and identification of key destinations for specialist tourism.
C Examine the durability and impact of key types of specialist tourism	**C1** Specialisms with durability and contemporary specialism choices **C2** Longevity of destination **C3** Impact of specialist tourism on destination	A presentation with accompanying speaker notes, focusing on the durability and impact of key types of specialist tourism on a destination in relation to three specialist areas.

Content

Learning aim A: Investigate the variety of specialist tourism choices and providers

A1 Definition of specialist tourism

- Specialist tourism is the provision of customised tourism activities that cater for the specific interests of groups and individuals. The range of specialist tourism is vast and rapidly changing, e.g.:
  - adventure, ancestry, architectural (architourism), art and design, astro, bird watching (avitourism), battlefields, cultural, dark, eco, e-gaming, festivals/events, film, gap year, gastronomy, geographical (storm chasing, Aurora Borealis), health and wellbeing, heritage, historic, lighthouse, linguistics, medical, military, nature, nostalgia, photographic, property, religious, rural, safari, senior, slum sites, spa/health, sport spectating/sport participation, virtual, volunteering, wedding, wildlife.
- Customised tourism categories:
  - rewarding
  - enriching
  - adventure
  - learning.
- Appeal and target markets, customer demographic.
- Worldwide attractions relevant to specialist tourism:
  - natural attractions
    - topographic sites, e.g. mountains, beaches, valleys, caves, canyons, volcanoes, reefs
    - climatic sites, e.g. hot places, cold places, humid places, dry places
    - sites defined by location, e.g. central or accessible sites, isolated or difficult-to-access sites
    - sites that feature certain plant or animal life, e.g. forests, jungles, grasslands, meadows, deserts, botanical gardens
    - hydrological sites, e.g. lakes, rivers, streams, waterfalls, mineral springs
    - natural events, e.g. eclipse of the moon, seasonal occurrences such as animal and bird migrations, volcanic eruptions, rainy or dry season and changes in sea conditions
  - built attractions
    - prehistoric, e.g. ancient monuments, cave paintings
    - historic, e.g. museums, monuments, heritage-listed buildings, sites of significant events
    - contemporary cultural displays and events, e.g. museums, art galleries, modern architecture, theatre, festivals, fairs, exhibitions, international sporting events
    - rural attractions, e.g. farms, mines, agricultural regions, agricultural technology or museums.

A2 Independent tour operators

Investigate the benefits, issues and importance of independent tour operators.

- Established specialist tour operators and their market niche.
- New specialist tour operators and their market niche.
- The importance, benefits and issues associated with independent tour operators.

A3 Mass-market tour operators that have entered the specialist tourism market

Investigate the benefits, issues and importance of mass-market tour operators.

- Benefits for mass-market tour operators in entering the specialist tourism market.
- Issues that arise for independent tour operators as a result of the entry of mass-market tour operators.
- Benefits, importance and issues for customers that arise from the entry of mass-market tour operators.

A4 The impact of online travel agencies (OTAs) and online booking on specialist tourism activities

Investigate types of online travel agencies, trends and impacts.

Current OTAs and online-booking facilities and their role in specialist tourism:

- types of online-booking facilities
- types of customers using OTAs
- OTA marketing and market share
- OTA trends and impact in specialist tourism, including future use of OTAs.

Learning aim B: Explore the scale, scope and growth of specialist tourism

B1 Customer demographic taking specialist tourism holidays

- Customer profiles.
- Numbers of travellers.

B2 Global growth of specialist tourism (during the 21st century)

Research local, national and global growth of specialist tourism.

- Reasons for growth, e.g. the internet, changes in disposable income, growth of budget air travel, customer awareness.
- Trends/developments for growth of volume/numbers:
  o population and social change
  o ageing population, vertical family, untraditional families, baby boomers, squeezed-middle generation
  o intergenerational holidays
  o changing ethnic profile of countries.

B3 Types of holidays and destinations in specialist tourism

- Holidays categorised as specialist tourism.
- Customer demographic:
    o how choice of destination is influenced by customer demographic.
- Key destinations for specialist travellers:
    o definition of key destinations – the most popular destinations for specialist travellers
    o reasons for appeal of key destinations.
- Key source regions for specialist travellers:
    o definition of key source regions – the most popular source regions for specialist travellers
    o reasons for key source region popularity.

B4 The role of media and review sites in the development of specialist tourism

Current media and review sites, and their role in specialist tourism:

- types of customers using social media and review sites
- use of social media sites by customers and the impact on specialist tourism
- use of review sites by customers and the impact on specialist tourism
- use of published documents, e.g. newspaper/magazine articles, trade publications and the impact on specialist tourism
- use of social media and review sites as a tool in marketing specialist tourism to different market segments.

Learning aim C: Examine the durability and impact of key types of specialist tourism

C1 Specialisms with durability and contemporary specialism choices

- Variation in the durability (duration of popularity) of specialist tourism activities that cater for the specific interests of groups and individuals.
- Variation in the impact on tourist destinations resulting from the duration of the popularity of specialist tourism activities.

C2 Longevity of destination

- Butler's TALC Model
    o Exploration, Involvement, Development, Consolidation, Stagnation, Decline, Rejuvenation.
- Duration of popularity:
    o why specialist destinations have different timescales of popularity
    o specialisms with a long period of popularity
    o time-limited specialisms
    o impact of length of popularity/time-limited specialisms.

C3 Impact of specialist tourism on destination

- Economic:
    o positive: increased domestic income and foreign currency earnings, benefits of multiplier effect, increased opportunities for employment for locals (direct and indirect), improved infrastructure
    o negative: leakage, change from traditional employment opportunities, seasonal unemployment, increased living costs for the local community, e.g. rising house prices.

- Socio-cultural:
  - o positive: preservation of customs, preservation of traditional artistic practices, and empowering women and children in gaining financial independence and improving their living standards. Revival of festivals and ceremonies, provision of community facilities and public services, improved infrastructure for local community
  - o negative: conflicts with and influence on local community, crime, staged authenticity of festivals and events, loss of cultural identity.
- Environmental:
  - o positive: life-long environmental educational opportunities for local people and tourists, improved assets, landscaping, conservation and habitat preservation, regeneration of derelict areas
  - o negative: traffic congestion, erosion of land, loss of natural habitats, decreasing biodiversity and pollution (air, water, noise, visual).
- Demographic range of individuals travelling to destinations.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the variety of specialist tourism choices and providers		
A.P1 Explain the variety of specialist tourism choices available to customers, referring to two natural attractions and two built attractions. **A.P2** Compare the roles of different types of specialist tourism providers in the sector.	**A.M1** Analyse specialist tourism choices available to customers and the role of different types of specialist tourism providers.	**AB.D1** Evaluate the importance of different types of specialist providers in the sector.
Learning aim B: Explore the scale, scope and growth of specialist tourism		
B.P3 Explain demographic trends in specialist tourism and the role of media and review sites in the development of specialist tourism. **B.P4** Identify two key destinations for one area of specialist tourism.	**B.M2** Assess the development of one area of specialist tourism, referring to demographic trends, the role of media and review sites, and key destinations.	**B.D2** Evaluate the importance of demographic trends, media and review sites and key destinations in the growth of one area of specialist tourism.
Learning aim C: Examine the durability and impact of key types of specialist tourism		
C.P5 Assess why there are variations in the durability of different types of specialist tourism. **C.P6** Explain how the durability of three different types of specialist tourism may potentially impact on a destination.	**C.M3** Analyse why the durability of three different types of specialist tourism activities may be limited and their potential impact on a destination.	**C.D3** Evaluate the importance of durability on the potential impact of three different types of specialist tourism on a destination.

Essential information for assignments

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

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

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

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- up-to-date information online, including statistics relating to specialist tourism numbers and resources to explore numerous types of tourist activities as given in the unit content
- paper-based information, such as brochures from travel agencies, as well as access to online brochures or travel and tourism websites
- maps and atlases.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will thoroughly evaluate the importance of different types of specialist providers in this area of the travel and tourism industry. The evidence will be logically structured and make use of sector-specific terms. It will give a convincing evaluation of the contribution of the specialist tourism provider and mass-market tour operators, providing valid conclusions and recommendations. Learners will select a range of contrasting specialist tourism holidays (four in total – **two** natural attractions and **two** built attractions located in different geographical regions) and give a comprehensive evaluation of each. The evidence will demonstrate high-quality written/oral communication through use of accurate and fluent vocabulary to support a well-structured and considered response.

For merit standard, learners will give a clear analysis of the specialist tourism choices available and the role of specialist tourism providers in this area of the travel and tourism industry. The evidence will provide a methodical explanation of the role of the specialist tourism provider and mass-market tour operators. **Two** natural and **two** built attractions will be selected, however they may be quite similar, for example located in similar geographical regions. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For pass standard, learners will explain the variety of specialist tourism choices available to customers and compare the role of the different types of specialist tourism provider. The evidence will contain minimal but acceptable structure and will provide an appropriate explanation of the role of the specialist tourism provider and mass-market tour operators. **Two** natural and **two** built attractions will be selected, however superficial consideration may have been given to the reasons for selection and the selections may not be strongly contrasting. Learners' explanations may be limited, and the focus may lack breadth.

Learning aim B

For distinction standard, learners will give a thorough, valid evaluation of the importance of demographic trends in specialist tourism, the influence of media and review sites on the development of specialist tourism and **two** key destinations in the growth of an area of specialist tourism. The presentation of the evidence will be clear, professional, accurate and entirely appropriate. Data and other evidence used to support the evaluation will be completely relevant and the reasons for their inclusion will be fully explained. The evidence will demonstrate high-quality written communication through use of accurate and fluent vocabulary to support a well-structured and considered response.

For merit standard, learners will give a clear, balanced assessment of the development of specialist tourism. Clear, relevant references will be made to the roles of demographic trends in media and review sites, and **two** key destinations for an area of specialist travel and tourism. Data and other evidence used to support the evaluation will be relevant and the reasons for their inclusion will be clearly explained. The evidence will make use of appropriate terminology and demonstrate good-quality written or oral communication.

For pass standard, learners will explain demographic trends in specialist tourism and the role of media and review sites in the development of specialist tourism. They will identify **two** destinations contributing to the growth of a particular area of the specialist travel and tourism sector. Learners' explanations of demographic trends and the role of media and review sites will show an understanding of most of the key factors but may be superficial in parts or make limited use of data and other supporting evidence.

Learning aim C

For distinction standard, learners will give a robust evaluation of the importance of durability in terms of the potential impact of three different types of specialist tourism on a selected destination. The evaluation will focus on the potential impacts that the durability of each specialist type of tourism has on the selected destination. The evidence will cover **three** specialist areas and will clearly evaluate the potential impact of the duration of popularity on the specialist tourist destination, its importance and activities. The relationship between impacts and their strength or scope will be thoroughly investigated. Learners will make effective judgements about the relative importance of durability in the **three** different specialist contexts, drawing on the results of their investigations. The evidence will demonstrate high-quality written/oral communication through use of accurate and fluent vocabulary to support a well-structured and considered response.

For merit standard, learners will provide a clear, balanced analysis of why the durability of **three** different types of specialist tourism activities may be time limited and of the impact of durability on a selected destination. The evidence will focus on **three** specialist areas, providing clear detail of the potential impact of the duration in popularity of these specialist areas. The impacts will be considered in terms of their effects on the specialist tourist destination, its importance and activities. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For pass standard, learners will assess why there are variations in the durability of **three** different types of specialist tourism. They will explain the impact on a selected destination of the durability of these different types of specialist tourism. The evidence will focus on **three** specialist areas and give a realistic explanation of the potential impact of the durability of these three specialist areas on the selected tourist destination, its importance and activities. The explanation of the potential impacts on the destination may be unbalanced, superficial or generic in parts. Learners will show an understanding of most of the factors but may make limited use of supporting evidence for their explanations.

Links to other units

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 2: Worldwide Travel and Tourism Destination

Employer involvement

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

- guest speakers
- work experience
- own organisation's materials as exemplars
- support from local travel and tourism staff as mentors.

Opportunities to develop transferable employability skills

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

Unit 7: Sustainable Tourism

Level: **3**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners research and analyse potential economic, environmental and socio-cultural impacts of tourism, and how tourism can be developed sustainably at different types of tourist destination.

Unit introduction

In this unit, you will learn how tourism can be planned, developed and managed sustainably to balance the needs of increasing numbers of tourists with the protection of destinations and local communities.

You will learn about the principles of sustainable tourism and look at how sustainability is influencing the travel and tourism industry. You will research the potential impacts of tourism in different types of destination from a local to global scale. You will research examples of destinations, stakeholders and initiatives that support sustainable tourism so that you can assess the extent to which it has been achieved and you will make recommendations regarding sustainable tourism.

The research skills developed in this unit will support your progression to a wide variety of higher education courses, such as a degree in tourism, leisure, transport, hospitality and business studies. The wide range of skills and knowledge you develop in this unit will also help you to progress in your career.

Learning aims

In this unit you will:

A Explore the principles, growth and influence of sustainable tourism
B Examine the potential impacts of tourism at different types of tourist destinations
C Investigate how tourist destinations achieve sustainable tourism.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the principles, growth and influence of sustainable tourism	**A1** Definition and principles of sustainable tourism **A2** Growth and importance of sustainable tourism **A3** Key organisations involved in developing tourism sustainably **A4** The influence of sustainability on the travel and tourism industry	An oral or written presentation/slideshow that evaluates the roles and objectives of the organisations involved in sustainable tourism development and the reasons for its growth and influence.
B Examine the potential impacts of tourism at different types of tourist destinations	**B1** Different types of destinations **B2** Potential impacts of tourism on the local environment **B3** Potential impacts of tourism on the local economy **B4** Potential impacts of tourism on the society and culture of the local community	An investigative report that evaluates different potential impacts of tourism in one destination in a country with low human development on the Human Development Index (HDI).
C Investigate how tourist destinations achieve sustainable tourism	**C1** Methods used and examples of good practice in sustainable tourism **C2** Factors that may influence destinations achieving sustainable tourism	A presentation of justified recommendations for achieving sustainable tourism in one chosen destination in a country with very high human development on the HDI measure.

Content

Learning aim A: Explore the principles, growth and influence of sustainable tourism

A1 Definition and principles of sustainable tourism

- Definition: tourism that takes full account of its current and potential future economic, social and environmental impacts, addressing the needs of tourists, the industry, the local environment and local communities.
- Sustainable tourism principles:
  - making optimal use of environmental resources, maintaining ecological processes and helping to conserve natural heritage and biodiversity
  - respecting the socio-cultural authenticity of local communities, conserving their built and living cultural heritage and traditional values, and contributing to inter-cultural understanding and tolerance
  - ensuring viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed including stable employment and income-earning opportunities and social services to local communities, and contributing to alleviate poverty.

A2 Growth and importance of sustainable tourism

- Reasons for the growth of sustainable tourism, e.g. consumer trends, world population growth, pressure of the increased volume of tourists and of air travel, increased awareness of the possible impacts of tourism, demand for ethical holidays.
- Potential benefits, e.g. environment, economy, local communities, legacy/future generations.

A3 Key organisations involved in developing tourism sustainably

Key organisations involved in tourism development can be grouped into three sectors. Organisations within each sector can operate at a global, national, regional or local scale. Organisations from different sectors may work together at a destination to develop tourism sustainably.

- Public sector: industries and organisations that are controlled or owned by the government.
  - organisations: local, regional, central government bodies and departments, tourism offices and agencies, visitor information centres, some heritage attractions e.g. Machu Pichu in Peru and natural visitor attractions, some transport services
  - objectives: mainly non-commercial – maximising contribution of tourism locally and nationally to benefit communities economically and improve sustainability
  - role (this is what they do):
    - controlling tourism development through planning legislation
    - developing tourism policy, e.g. to encourage growth of sustainable tourism, produce guidelines for building design
    - offering tax incentives, grants, or funding for sustainable projects/initiatives
    - attracting investment from the private sector
    - using taxes to fund/part-fund sustainable projects, e.g. Majorca Eco-Tourism Tax
    - promoting tourist destinations, providing information, e.g. Visit Abu Dhabi, Hong Kong Tourism Board, Jordan Tourism Board
    - providing services to encourage the growth of tourism, e.g. Air India, Oman Airports.

- Private sector: industries and commercial companies that are not owned or controlled by the country's government. Some operate internationally, others at a regional or national scale.
  - o organisations: tour operators, e.g. TUI Group; travel agents (including online, e.g. Expedia); transport providers (airlines, cruise, coach and rail operators); purpose-built visitor attractions (zoos, theme parks, water parks), e.g. Eiffel Tower, Disneyland; accommodation providers, e.g. Marriott International (world's largest hotel chain), guesthouses, holiday parks, villas
  - o objectives: mainly commercial – making a profit, return on investments, increasing market share, also increasingly concerned for the environment
  - o role (this is what they do):
    - – reducing resource consumption to reduce costs
    - – providing tourism amenities and facilities
    - – providing finance, grants and loans
    - – providing specialist services and expertise
    - – developing transport links, infrastructure and communications.
- Voluntary sector: neither in the public sector nor in the private sector, often called the third sector, civil society or the not-for-profit sector.
  - o organisations: non-governmental organisations (NGOs), charities, voluntary and community organisations, social enterprises and cooperative groups, membership organisations, some heritage and natural visitor attractions, e.g. Grand Canyon USA, Blue Lagoon Iceland.
  - o objectives: mixture of non-commercial and commercial – raising awareness, education, conservation, sustainability; preserving and protecting natural environments, cultural heritage, communities; changing attitudes; influencing decisions and raising funds to finance operations, e.g. The Travel Foundation, The Fair Trade in Tourism South Africa, The Galapagos Conservation Trust, World Wildlife Fund, Global Alternative Tourism Network, American Alliance of Museums, Global Sustainable Tourism Council (GSTC), RainForest Alliance
  - o role (this is what they do):
    - – campaigning for and promoting good causes
    - – lobbying governments for policy changes
    - – educating and raising awareness
    - – advising on how to raise funds
    - – offering specialist advice and skills
    - – offering charitable work projects/experiences volunteers can take part in.

A4 The influence of sustainability on the travel and tourism industry

The introduction, growth, costs, features, potential advantages and disadvantages of green initiatives, schemes and awards for travel and tourism organisations and the wider environment.

- Green initiatives, awards and schemes – global, national, regional and local:
  - o destinations – Seychelles Sustainable Tourism Label, GSTC criteria
  - o transport providers and alternative forms of transport – The World Travel and Tourism Council (WWTC), Tourism for Tomorrow awards
  - o travel and tourism organisations – Green Tourism Business Scheme (GTBS), GSTC criteria.
- Response of travel and tourism business operations, e.g. measuring carbon footprint, carbon offset programmes, energy efficiency such as use of alternative energies and renewable energy, waste management and water usage, 'own brand' initiatives and training.
- Potential impact of sustainable practices on image and reputation.

Learning aim B: Examine the potential impacts of tourism at different types of tourist destinations

Tourist destinations may experience a range of potential impacts of tourism. The potential impacts of tourism can be considered from different points of view and may be complex in terms of their potential benefits or disadvantages. Potential impacts may vary, depending on the destination.

B1 Different types of destinations

Level of human development as measured by the United Nations' Human Development Index (HDI), including:

- low human development (LHD), e.g. Gambia, Kenya, Nepal, Papua New Guinea
- medium human development (MHD), e.g. Bolivia, Philippines, South Africa, Vietnam
- high human development (HHD), e.g. Brazil, Bulgaria, China, Mexico
- very high human development (VHD), e.g. Australia, Norway, UK, USA.

B2 Potential impacts of tourism on the local environment

Tourism may create mainly positive environmental impacts or mainly negative environmental impacts, or even elements of both.

- Potential positive impacts, e.g. conservation, preservation, restoration, creation of natural habitats, improved assets, landscaping, regeneration of derelict areas, environmental education for tourists and local communities.
- Potential negative impacts, e.g. loss of natural wildlife habitats, pollution (air, water, visual, noise), decreasing biodiversity, erosion, loss of land, deforestation, traffic congestion, intensified use of land, strain on natural resources.

B3 Potential impacts of tourism on the local economy

Tourism may create mainly positive economic impacts or mainly negative economic impacts, or even elements of both.

- Potential positive impacts, e.g. benefits of the economic multiplier effect to the local economy and employment, increased income, foreign exchange earnings, employment opportunities for local people, investment in infrastructure, contribution to government revenues.
- Potential negative impacts, e.g. seasonal unemployment, job insecurity, low pay, leakage, change from traditional employment, increase in prices and living costs, cost of infrastructure development, economic dependence on tourism.

B4 Potential impacts of tourism on the society and culture of the local community

Tourism may create mainly positive socio-cultural impacts or mainly negative socio-cultural impacts, or even elements of both.

- Define society and culture.
- Potential positive impacts, e.g. revival of festivals and ceremonies, preservation of customs and crafts, improved infrastructure for local people, provision of community facilities and public services, education and healthcare, alleviation of poverty, improved quality of life, cultural understanding.
- Potential negative impacts, e.g. displacement of local people, culture clash, loss or change of identity or values (staged authenticity, commodification, adaptation to tourist demands), crime, intrusion.

Learning aim C: Investigate how tourist destinations achieve sustainable tourism

C1 Methods used and examples of good practice in sustainable tourism

There are a number of different approaches to achieving sustainable tourism, and some destinations are now recognised for sustainable tourism and offer good practice:

- Methods:
  - widening access to facilities for the local community
  - retaining visitor spending in the destination
  - giving training and development and promotion opportunities for local people
  - investing income from tourism into local/community/wildlife projects
  - educating tourists and locals
  - managing visitors and traffic, e.g. visas, permits, zoning, park and ride, restricting vehicles
  - planning controls and legislation, taxation and tax incentives, environmental impact assessments.
- Examples of good practice in sustainable tourism:
  - Costa Rica, Central America
  - Ljubljana, Slovenia, Europe
  - Bhutan, eastern Himalayas

C2 Factors that may influence destinations achieving sustainable tourism

Many factors are likely to influence the development of sustainable tourism, including:

- geographical location, natural features and type of destination
- existing infrastructure, accessibility, natural resources, provision of public services
- existing population, culture, lifestyle, religion
- volume and type of tourists and their activities
- external influences, e.g. political
- level of human development as measured by the HDI.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the principles, growth and influence of sustainable tourism		
A.P1 Explain the reasons for the growth in sustainable tourism. **A.P2** Explain the roles and objectives of three different organisations involved in developing tourism sustainably. **A.P3** Explain how sustainability is influencing the travel and tourism industry.	**A.M1** Assess the potential advantages and disadvantages of organisations working together in partnerships to develop tourism sustainably.	**A.D1** Evaluate the roles and objectives of different organisations involved in developing tourism sustainably.
Learning aim B: Examine the potential impacts of tourism at different types of tourist destinations		**B.D2** Evaluate the significance of different potential impacts of tourism at one chosen destination in a country with low human development (LHD) on the HDI measure.
B.P4 Explain the positive and negative impacts of tourism at one chosen destination in a country with low human development (LHD) on the HDI measure.	**B.M2** Analyse the potential impacts of tourism at one chosen destination in a country with low human development (LHD) on the HDI measure.	
Learning aim C: Investigate how tourist destinations achieve sustainable tourism		
C.P5 Explain the factors that can influence the ability of tourist destinations to achieve sustainable tourism. **C.P6** Explain the methods used to achieve sustainable tourism at one chosen tourist destination in a country with very high human development (VHD) on the HDI measure.	**C.M3** Assess the significance of the factors influencing the ability of one chosen tourist destination in a country with very high human development (VHD) on the HDI measure to achieve sustainable tourism.	**C.D3** Recommend methods to achieve sustainable tourism for one chosen tourist destination in a country with very high human development (VHD) on the HDI measure.

Essential information for assignments

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

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

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

Learning aims: B (B.P4, B.M2, B.D2)

Learning aims: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- case studies of tourism and sustainable development at a range of tourist destinations in countries with low, medium, high and very high human development. Choice of destinations should include details of destinations that demonstrate good practice in sustainable tourism. Case studies should include details of the different organisations involved in tourism planning and development, as well as potential tourism impacts and sustainable development strategies and methods
- case studies of travel and tourism organisations and destinations that are leading the way in terms of sustainable operations, organisational and commercial practices, training, employment, initiatives and awards
- recent publications and resources that give details of sustainable tourism policy and goals at local, regional, national and global levels.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will produce a convincing and comprehensive evaluation that considers the roles and objectives of a wide range of organisations that represent coverage of all three sectors, with at least two from each category. The evaluation will be sustained and clearly focused on the sustainable development of tourism, with no irrelevancies.

The organisations considered will be 'key' and all be relevant in terms of scale of operation at the local and regional level. Learners will give specific details relating to the roles and objectives of each organisation, and the details will be clearly related to sustainable tourism. There is likely to be reference to engagement of organisations with schemes and awards aimed at improving sustainability. Learners must articulate their arguments fluently and their views concisely, giving an evaluation that makes reasoned, valid judgements.

For Merit standard, learners will produce a reasoned and balanced assessment of both the potential advantages and disadvantages of organisations working together in partnerships to develop tourism sustainably. Learners will draw on their understanding of roles and objectives and will include details of appropriate partnership working. Learners' assessment of partnerships will be supported by relevant examples. The evidence will make use of appropriate terminology.

For Pass standard, learners will produce an explanation of the reasons for the growth of sustainable tourism. They will select a number of different factors related to the growth and describe the links between them. Their explanation of the growth of sustainable tourism will, however, be limited. Learners will produce an explanation of the roles and objectives of different organisations. There will be some detail and learners' understanding of roles will be evident. Learners may choose a limited range of organisations that may not cover all three sectors in the unit content. The relevance of some of the organisations with regard to developing tourism sustainably may not always be clear. There may be some minor irrelevancies in terms of scale of involvement. Learners will give a limited but realistic explanation of how sustainability influences the travel and tourism industry.

Learning aim B

For Distinction standard, learners will produce a comprehensive evaluation of the impacts of tourism. They may refer to potential impacts or to know/proven impacts, or both. The relationship between potential tourism impacts and their strength/scope will be thoroughly investigated. The destination selected will be an appropriate tourist destination in a country with low human development on the HDI measure and offer scope for in-depth evaluation. Learners will show discrimination in terms of the potential impacts selected for investigation, which will be appropriate for the destination and its particular circumstances. Learners will make effective judgements about the relative importance of different impacts, drawing on the results of their investigations. The evidence will demonstrate high-quality written communication through use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners will produce a clear and detailed analysis of the positive and negative impacts of tourism at a destination in a country with low human development on the HDI measure. Learners may refer to potential impacts or to known/proven impacts, or both. Learners will select an appropriate destination that offers scope for detailed analysis. The analysis will consider both potential positive and negative impacts and they will be relevant and appropriate for the destination chosen. Learners will produce an objective and critical analysis that will be substantiated with appropriate evidence in terms of specific details and examples of impacts. Learners will demonstrate an understanding of the consequences of the impacts and inter-relationships. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will produce an explanation of both positive and negative impacts of tourism at a destination in a country with low human development on the HDI measure. They may refer to potential impacts or to known/proven impacts, or both. Learners will select a range of impacts, although some may not be entirely appropriate for the destination chosen. Learners may not give specific details for the chosen destination. The explanation of the consequences of the impacts may be unbalanced or superficial and/or generic in parts.

Learning aim C

For Distinction standard, learners will make well-reasoned recommendations of methods to develop tourism sustainably at one chosen destination in a country with very high human development on the HDI measure. The choice of destination selected will be appropriate for the task and offer scope for improvement with regards to sustainable tourism. Learners will give well-selected evidence to justify their recommendations, demonstrating a thorough investigation of the potential and/or real problems at the destination. Learners may offer multiple solutions and have considered possible alternatives. Examples of good practice at other destinations may be used to help justify the recommendations. All recommendations will be valid, well considered and demonstrate an in-depth understanding of the most effective methods used to manage potential tourism impacts and achieve sustainable tourism. The evidence will demonstrate high-quality written communication through use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners will produce a clear and detailed assessment of the significance of factors influencing the ability of one chosen tourist destination, in a country with very high human development on the HDI measure, to achieve sustainable tourism. An appropriate destination will be selected. Learners will assess factors that are relevant to the destination in terms of sustainable development. Consideration of factors that may hinder and factors that may assist in achieving sustainable tourism will be included. Learners will demonstrate an appreciation of the relative significance of different factors and the relationship between them. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will produce an explanation of the factors that can influence the ability of different destinations to achieve sustainable tourism. Learners will show an understanding of most of the factors but make limited use of supporting evidence. Learners must produce an explanation of the methods used to achieve sustainable tourism at one chosen tourist destination in a country with very high human development on the HDI measure. There will be realistic understanding of the methods although the evidence may be limited in scope. Some minor inaccuracies may exist.

Links to other units

This unit links to:
- Unit 1: The Travel and Tourism Industry
- Unit 2: Worldwide Travel and Tourism Destination
- Unit 6: Specialist Tourism
- Unit 16: My Country as a Tourist Destination
- Unit 18: The Accommodation Sector in the Travel and Tourism Industry.

Opportunities to develop transferable employability skills

Besides the specialist subject knowledge gained though the study of this unit, learners will also have the opportunity to develop transferable employability skills:
- problem solving
- communication
- organisational
- critical thinking
- initiative and enterprise.

Unit 8: The Airport Experience

Level: **3**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners develop logistical and planning skills as they investigate the processes, facilities and services that inbound and outbound passengers encounter in the airport.

Unit introduction

Processing passengers as they pass through airports around the world is important and complex. Increasing volumes of passenger traffic, higher levels of security and a wider range of check-in options all place pressure on those trying to deliver competitive passenger handling and efficient passenger flow.

In this unit, you will investigate airport processes, procedures and facilities. You will develop knowledge and skills related to logistical operations within a regulated environment. You will consider security procedures and the complexities of ensuring efficient passenger flow through the terminals when the airport is operating normally, and when there are non-standard or irregular circumstances.

This unit will enable you to progress to higher-education courses such as degrees in tourism, leisure or transport by developing your knowledge of logistical planning and customer processes. The wide range of skills and knowledge developed in this unit will also help your career progression.

Learning aims

In this unit you will:

A Investigate outbound and inbound leisure and business passenger-handling processes, facilities and services in airports

B Carry out passenger-handling processes in the role of the passenger service agent at check-in and at the gate

C Examine how airports ensure efficient outbound and inbound passenger flow through airports during normal, non-standard and irregular operations.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate outbound and inbound leisure and business passenger-handling processes, facilities and services in airports	**A1** Different types of passengers **A2** Outbound passenger handling (landside) **A3** Outbound passenger handling (airside) **A4** Inbound passenger handling (airside) **A5** Inbound passenger handling (landside)	An airport plan on which learners have plotted the outbound and inbound passenger journey through the terminal for leisure and corporate travellers. Notes or inserts should be added or linked to the plan to explain the processes, facilities and services along the route. Supplementary evidence in written or verbal format that further explains and evaluates how the key processes comply with legal and regulatory requirements to ensure the safety and security of everyone.
B Carry out passenger-handling processes in the role of the passenger service agent at check-in and at the gate	**B1** Passenger communication and handling processes at check-in to comply with legislation and regulations and ensure passenger safety **B2** Passenger-handling processes at the gate to comply with legislation and regulations and ensure passenger safety	Teacher observation report of role play with different passengers at check-in and at the gate.

Learning aim	Key content areas	Assessment approach
C Examine how airports ensure efficient outbound and inbound passenger flow through airports during normal, non-standard and irregular operations	**C1** Areas prone to congestion during normal operations **C2** Situations that cause major congestion or closure and their potential impact **C3** Measures to overcome minor or major congestion problems and minimise potential impact on passengers	A report or presentation with visual aids and an airport plan that identifies and plots areas prone to congestion during normal operations, with linked explanations of the measures that can be taken to prevent or minimise these situations. A report or presentation with visual aids evaluating how other situations cause major congestion or even airport closure, with linked explanations of the measures that can be put in place. A further evaluation of how both minor and major congestion situations can potentially impact passengers and whether the measures taken are effective.

Content

Learning aim A: Investigate outbound and inbound leisure and business passenger-handling processes, facilities and services in airports

A1 Different types of passengers

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

A2 Outbound passenger handling (landside)

- Access to airports for passengers, e.g. car parking and drop off (on-site and off-site), public transport links, shuttles from airport hotels, inter-terminal links for passengers, including transit and transfer passengers.
- Passenger information, e.g. signage, information desks, departure screens, direct to mobile devices via apps.
- Check-in processes, e.g. online check-in and bag drop, including developments in smartphone technology, check-in desks and self-service kiosks, luggage restrictions (contents, size and weight), special assistance arrangements, including wheelchair assistance and ambulift.
- Role of passenger service agents, including the Civil Aviation International (CAA/CAAi) legal and regulatory requirements in relation to passenger luggage (hand luggage and checked luggage).
- Security:
  - role of airport police/security in the terminal landside, e.g. unattended luggage, monitoring and dealing with unruly passengers
  - passenger service agents and security staff
  - local and international restrictions (legal and regulatory) relating to hand luggage and personal effects
  - Visa and Immigration checks in relation to outbound passengers.

A3 Outbound passenger handling (airside)

- Security (from landside to airside):
  - security checks from landside to airside, including manual and automated boarding pass checks, baggage and personal screening and searching.
- Terminal facilities and services that meet passenger need for comfort and convenience, e.g. public and private airport lounges, business facilities, Wi-Fi, catering and retail outlets, currency exchange, medical rooms, prayer rooms, toilets and washrooms, assistance areas.
- Gate services and embarkation, e.g. gate arrangements including priority boarding, late passengers, embarkation processing including air-bridge, steps, bus to stand.
- Role of customer service agents at the gate, including legal and regulatory requirements and obligations.

A4 Inbound passenger handling (airside)

- Passenger disembarkation, e.g. air-bridge, steps or bus to gate.
- Passenger information on arrival, including transit and transfer passenger information available, e.g. on mobile devices, signage, customer service desks.
- Passport/visas, customs and excise and luggage arrangements.
- Security, e.g.:
  - role of Border Forces globally, including immigration documentation checks, manual and automated passport checks, customs and excise
  - role of airport police/security for incoming passengers, e.g. serious incidents on board, illegal immigrants, asylum seekers
  - medical facilities for incoming passengers, including requirements, e.g. The Public Health (Aircraft and Ships) Regulations 2007 and The Association of Port Health Authorities, World Health Organisation (WHO) Internal Health Regulations (2005)
  - medical facilities for incoming passengers, including requirements, e.g. International Health Regulations 2005, World Health Organisation (WHO), International Certificate of Vaccination.

A5 Inbound passenger handling (landside)

- Arrival areas and onward travel arrangements, e.g. meet and greet areas, transport pick-up areas, car rental desks and location of car collection, public transport links and information, car park shuttles and airport hotel shuttles, tourist information desks.

Learning aim B: Carry out passenger-handling processes in the role of passenger service agent at check-in and at the gate

B1 Passenger communication and handling processes at check-in to comply with legislation and regulations and ensure passenger safety

- Communicating effectively with different types of passengers at check-in, e.g.:
  - requesting information, e.g. destination airport, pieces of luggage
  - asking questions to comply with legislation and regulations, e.g. contents of hold luggage, contents of hand luggage
  - providing information about the flight, e.g. gate number, estimated departure time
  - dealing effectively with challenging and difficult situations, e.g. too late for check-in, missing passport, incorrect visa, overweight luggage.
- Passenger-handling processes at check-in, e.g.:
  - being vigilant about safety and security situations, supervision of personal possessions
  - checking passports and visas against bookings
  - issuing boarding cards, printing and securing luggage security tags.

B2 Passenger-handling processes at the gate to comply with legislation and regulations and ensure passenger safety

- Opening the gate and making gate announcements.
- Boarding procedures, e.g. priority boarding, families with young children and passengers with reduced mobility.
- Checking boarding cards against passports and being vigilant about hand luggage to comply with legislation and regulations.
- Closing the gate, making announcements, chasing late passengers.
- Dealing appropriately with challenging, difficult situations, e.g. late passengers, passengers who are intoxicated, oversized cabin bags, too many pieces of hand luggage, passengers who have missed the flight.

Learning aim C: Examine how airports ensure efficient outbound and inbound passenger flow through airports during normal, non-standard and irregular operations

C1 Areas prone to congestion during normal operations

- Landside outbound, e.g. check-in halls, including check-in desks and bag drop, boarding pass checks when there are multiple flight departures.
- Airside outbound, e.g. at security when there are multiple flight departures, in the departure lounges at busy times, at the gate.
- Airside inbound, e.g. Border Force controls and checks, luggage reclaim.

C2 Situations that cause major congestion or closure and their potential impact

- Situations e.g.:
  - weather (ice, snow, wind and flooding)
  - technical problems
  - security in the airport
  - breakdown of essential machinery
  - terrorist attack in the air or in the terminal.
- Potential impact on aviation operations, e.g.:
  - need to de-ice aircraft
  - clear runways of snow or excess water
  - delayed outgoing flights/cancelled flights
  - transfer passengers to other airports
  - late incoming flights from other weather-affected airports
  - machinery breakdown causing luggage-processing delays and security-processing delays.
- Potential impact of major congestion or airport closure on passengers, e.g.:
  - missed connections
  - cancelled flights
  - need for overnight accommodation/need for information
  - stressful situations.

C3 Measures to overcome minor or major congestion problems and minimise potential impact on passengers

- Measures to overcome minor congestion landside and airside and minimise potential impact on passengers, e.g.:
  o open extra check-in or bag-drop desks at times of multiple flight departures
  o deploy extra customer service agents to assist queuing passengers
  o provision of automated boarding card machines, encourage passengers to be ready for security screening, open more security areas at times of multiple flight departures
  o deployment of extra Border Force staff for incoming passenger handling
  o provision of automated passport gates
  o efficient unloading of luggage from aircraft to carousel.
- Measures to overcome major congestion problems and minimise potential impact on passengers, e.g.:
  o passenger holding in lounge areas
  o moving passengers to gates early to relieve lounge congestion
  o provision of information and deployment of extra customer service agents to keep passengers informed and provided with food/drink vouchers where applicable
  o monitoring of congested areas with CCTV or human observation
  o provision for passengers stranded overnight in the airport terminal.
- Post-event analysis to prevent or minimise recurrences.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate outbound and inbound leisure and business passenger-handling processes, facilities and services in airports		
A.P1 Outline an outbound and inbound passenger journey through an airport for a leisure and a business passenger, describing the processes, facilities and services available along the route. **A.P2** Explain how the key processes at check-in, through security and at the gate comply with legal and regulatory requirements. **A.P3** Explain how the key processes after disembarkation from the aircraft comply with legal and regulatory requirements.	**A.M1** Analyse the choices available to inbound and outbound passengers as they journey through the key passenger-handling processes at an airport, including the potential use of new technology and how these choices can enhance the passenger experience.	**A.D1** Evaluate how and where passenger-handling processes effectively ensure the safety and security of passengers, crew and others in the airport.
Learning aim B: Carry out passenger-handling processes in the role of the passenger service agent at check-in and at the gate		**B.D2** Consistently demonstrate individual responsibility and effective self-management in dealing effectively and confidently with outbound passengers in a standard situation and a challenging situation, ensuring safety and security.
B.P4 Deal appropriately with outbound passengers in a standard situation, ensuring safety and security. **B.P5** Deal appropriately with outbound passengers in a challenging situation, ensuring safety and security.	**B.M2** Deal effectively with outbound passengers in a standard situation and a challenging situation, ensuring safety and security.	

Pass	Merit	Distinction
Learning aim C: Examine how airports ensure efficient outbound and inbound passenger flow through airports during normal, non-standard and irregular operations		
C.P6 Plot the possible areas of congestion during normal operations, explaining why these areas are prone to congestion and the measures that can be taken to prevent or minimise congestion. **C.P7** Explain how non-standard and irregular situations can cause major congestion or airport closure and explain the measures that can be taken to ease the congestion and potential impact on customers.	**C.M3** Analyse the potential impact on passengers who experience minor and major congestion situations.	**C.D3** Evaluate the effectiveness of measures to maintain safe and secure passenger flow during minor and major congestion situations.

Essential information for assignments

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

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

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

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

Learning aims: C (C.P6, C.P7, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no specific additional requirements for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will thoroughly evaluate how the key outbound and inbound passenger-handling processes ensure the safety and security of passengers, crew and other personnel and the public in and around the terminal. The evidence can be included in the work holistically, or can be a separate piece of work that demonstrates a clear and accurate understanding of how the correct application of all the passenger-handling processes, together with the full compliance of the legal and regulatory requirements, ensure safety and security for everyone. The evaluation will demonstrate high-quality written or verbal communication through use of accurate and fluent technical vocabulary to support a well-structured and considered response.

For Merit standard, learners will give a robust analysis of the choices available to passengers as they journey through the key outbound and inbound passenger-handling processes. The analysis must highlight the choices available such as online check-in, the pre-booking of executive lounges, fast-track screening, priority boarding and wheelchair assistance, first-class and business-class facilities and how these choices can enhance the passenger experience. Learners will include analysis of the technological innovations used, or not yet in operation, and the overall ease of transfer for passengers from landside to airside, airside to landside and to and from the aircraft. The analysis will make use of appropriate terminology and demonstrate good-quality written or verbal communication.

For Pass standard, learners will provide a realistic outline of the outbound and inbound passenger journey for leisure and corporate travellers. The outline could be an accurate drawing of the airport by learners or they could use a published airport plan. Learners will indicate the route taken by outbound passengers from entry to the terminal, through check-in and security, into the departure areas and then to the gate. They will mark the route taken by inbound passengers from the aircraft to the terminal, through luggage reclaim, through immigration and customs and to the terminal exit. A realistic description of the processes encountered on the route will be given, together with the facilities and services used by passengers. Technological innovations will also be included, for example automated passport facilities for inbound passengers with ePassports and full screening machines for outbound passengers. The explanations can be presented on the plan or separately linked to the plan. Learners will give an accurate explanation of how the key processes comply with legal and regulatory requirements. This explanation will cover check-in, for example security questions, going through security, for example hand-luggage restrictions, and at the gate, for example checking passengers are fit to board. For the inbound passenger, learners will refer to key processes such as immigration and customs. Learners will accurately identify the legislation and regulations relating to each process. Learners will produce an appropriate illustration and supporting explanations, but the evidence may be superficial in parts or make limited use of examples or reasons.

Learning aim B

To achieve learning aim B, learners will demonstrate passenger handling skills in **two different** role-play scenarios; one scenario will be a standard situation and the other a challenging situation. One scenario will be one at check-in and one at the gate. A standard situation is one that is routine or frequently occurring and does not require escalation in order to reach a resolution. A challenging situation is one which is difficult due to circumstances and/or passenger behaviour, for example a passenger who has missed a flight or is intoxicated.

For Distinction standard, learners must deal confidently and effectively with outbound passengers consistently in both situations. The role-play scenarios should be realistic and passengers specifically involved in the situations should be teachers or other adults, perhaps from the aviation sector. Where realism demands more people, for example queues of passengers, then other learners can participate. Learners will consistently demonstrate that they can take responsibility for the situation and deal effectively with passengers to ensure the safety and security of everyone, including the crew, other passengers, airport workers and the public. They will show initiative and confidence in solving passenger-related problems and a high degree of empathy for passengers at all times. Learners will demonstrate a professional attitude and a sound knowledge of procedures, the ability to effectively and fully manage situations and fully comply with all relevant legal and regulatory requirements. The level of performance should be equivalent to someone actually working as a passenger service agent.

For Merit standard, learners must deal effectively with outbound passengers in both situations. The role-play situations should be realistic and passengers specifically involved in the situations should be teachers or other adults, perhaps from the aviation sector. Where realism demands more people, for example queues of passengers, then other learners can participate. Learners will demonstrate that they have the knowledge and ability to deal appropriately and effectively with passengers to ensure the safety and security of everyone, including the crew, other passengers, airport workers and the public. Learners will show a clear understanding of any problems related to the passenger situations and a clear understanding of the passenger's feelings or point of view.

For Pass standard, learners must deal appropriately with outbound passengers in both situations. The role-play situations should be realistic and passengers specifically involved in the situations should be teachers or other adults, perhaps from the aviation sector. Where realism demands more people, for example queues of passengers, then other learners can participate. Learners will demonstrate that they have sufficient knowledge and application to deal competently with the situations while ensuring the safety and security of everyone, including the crew, other passengers, airport workers and the public. Learners will show some empathy for passengers involved in the situations. There will be no crucial omissions in the knowledge and skills evidenced by learners but the application of these might be limited in scope.

Learning aim C

For Distinction standard, learners will demonstrate that they can judge the effectiveness of measures to be taken during normal operations when there is minor congestion, and during non-standard and irregular situations when there is major congestion. Learners will evaluate how the measures help to maintain passenger flow while also ensuring the safety and security of everyone in the airport. Their evaluation will include consideration of how post-event analysis can help to prevent or improve situations that may occur again. Learners must provide a well-reasoned and accurate review of the outcomes, considering both the potential positive and negative aspects.

For Merit standard, learners will provide a reasoned and methodical analysis of the potential impact that minor and major airport congestion has on passengers. The discussion will be balanced and supported by clear, relevant examples. The evidence will make use of appropriate terminology and demonstrate good-quality written or oral communication.

For Pass standard, learners will plot the possible areas of congestion during normal operations on a plan of an airport terminal. These may include queues at the check-in area, to go through the boarding-card check, through security screening, in the departure lounges and at the gate. The plan can be an actual airport terminal or a typical airport terminal. Learners will give reasons why these areas are prone to congestion, for example at times of multiple flight departures over a short period of time or when there has been a delay with one or more flights.

Learners will demonstrate that they understand where congestion occurs during normal operations, why it occurs and describe some of the measures that can be put in place to minimise them, for example opening more check-in desks and more security areas. Learners will show an understanding of the reasons why major congestion or airport closures occur when there is a non-standard or an irregular situation such as bad weather causing runway problems, a suspected terrorist attack or breakdown of essential equipment. Learners will explain a number of measures that can be taken at times of major congestion to ease situations such as keeping passengers informed, moving passengers to gate areas to ease departure lounge congestion, assisting passengers who have to stay overnight in the terminal or at an airport hotel. Learners will refer to the value of carrying out post-event analysis to prevent or minimise recurring situations.

Learners will provide detailed information, but the evidence may have some inaccuracies and include a limited range of realistic examples.

Links to other units

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 10: Global and Domestic Passenger Transport.

Employer involvement

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

- talks from ground handlers, security-screening organisations and airport police
- visits to landside areas of an airport
- demonstrating check-in and gate procedures
- taking a short-duration report flight from a local airport to experience passenger-handling procedures first-hand as both an outbound and inbound passenger.

Opportunities to develop transferable employability skills

Verbal and non-verbal communication and interpersonal skills when communicating with passengers and during check-in and at the gate and ensuring passenger safety.

Analytical and planning skills by monitoring and improving passenger flow to ensure airport efficiency.

Unit 9: Visitor Attractions

Level: **3**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners develop analytical skills as they investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience.

Unit introduction

Visitor attractions can attract both domestic and overseas visitors by providing opportunities for relaxation, amusement and education. They are a major source of revenue for the travel and tourism industry. The World Tourism Organisation (UNWTO) said that over 91 million people chose their holiday destination in 2017 based on a particular country's most famous landmark.

In this unit, you will investigate visitor attractions and the different ways they are funded. You will explore what is meant by the visitor experience and how visitor attractions develop, diversify and use technology in order to meet the needs of their different types of visitor.

By developing your knowledge and skills in researching and evaluating the effectiveness of visitor attractions, the unit will help you progress to higher-education courses such as degrees in tourism, leisure or business studies. The wide range of skills and knowledge developed in this unit will also help your career progression.

Learning aims

In this unit you will:

A Investigate the nature, role and appeal of visitor attractions

B Examine how visitor attractions meet the diverse expectations of visitors

C Explore how visitor attractions respond to competition and measure their success and appeal.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate the nature, role and appeal of visitor attractions	**A1** Types of visitor attractions **A2** Scale, scope and appeal of visitor attractions **A3** Ways in which visitor attractions are funded **A4** Importance of additional revenue generation strategies for visitor attractions	A presentation, with speaker notes, that examines two different types of visitor attractions, showing why they appeal to visitors and how they are funded, and evaluates the importance of the two visitor attractions in generating additional revenue.
B Examine how visitor attractions meet the diverse expectations of visitors	**B1** Different types of visitor and their diverse expectations **B2** Products and services provided, including primary and secondary spend opportunities **B3** Ways to meet and exceed visitor expectations **B4** Use of technology and its importance for visitor attractions	An article that explores how the two different visitor attractions selected offer products and services and use technology to meet and exceed visitor expectations.
C Explore how visitor attractions respond to competition and measure their success and appeal	**C1** Strategies for responding to competition **C2** Success and appeal, using statistics to measure visitor trends and visitor numbers	A report that explores how two selected visitor attractions respond to competition and the importance of effectively measuring their success and appeal.

Content

Learning aim A: Investigate the nature, role and appeal of visitor attractions

There are many different types of attractions, from very small ones owned by individuals, to large international attractions owned by multinational companies. Income is important to all of them to enable them to attract more visitors, stay in business and expand.

A1 Types of visitor attractions

- Built attractions: theme parks, museums, galleries, heritage sites, national monuments and landmarks, cultural heritage sites, arts, sporting venues, visitor centres, casinos.
- Natural attractions: National Parks, coastlines, forests, rivers, waterfalls, canals, lakes, countryside parks, gardens, wildlife sanctuaries.
- Events, e.g. festivals that attract tourists e.g. Chinese New Year; sporting events that attract tourists, e.g. Grand Prix™; conferences and special events, e.g. trade fairs; markets, e.g. flowers, spices.

A2 Scale, scope and appeal of visitor attractions

- Scale:
  o international, e.g. Disney® World; national, e.g. Taj Mahal, Sydney Opera House; regional and local attractions
  o ownership: public, private, voluntary/not for profit
  o size and complexity of attractions
  o contribution to the local and national economy: primary and secondary, reflected in the multiplier effect.
- Scope:
  o development, e.g. new rides, visitor centres, other amenities
  o diversification, e.g. exhibitions, special events, conservation
  o regeneration areas, e.g. former industrial sites, docklands, war zones.
- Appeal:
  o accessibility of locations, including opening times, transport links, pricing strategy, special offers, indoor and outdoor facilities
  o special events
  o popularity, including trends, image and reputation, repeat business.

A3 Ways in which visitor attractions are funded

- Funding from external organisations:
  o national and local governments, e.g. development grants
  o trusts, e.g. UNESCO, Global Heritage Fund
  o private, e.g. for family-owned attractions.
- Self-funded organisations:
  o charities, e.g. wildlife conservation
  o attractions funded only through income from visitors, e.g. admission charges and secondary spend.

A4 Importance of additional revenue generation strategies for visitor attractions

- Additional or new sources of income, e.g. novelty events and exhibitions, offering or expanding on-site accommodation, new merchandising, venue hire for weddings, etc.
- Importance of additional revenue generation strategies, e.g. to provide additional revenue to increase profits or allow expansion.

Learning aim B: Examine how visitor attractions meet the diverse expectations of visitors

Different types of attractions will attract different visitor types and products and services will need to be provided to meet their expectations. Increasingly, technology is important in the way the attractions operate to enhance the visitor experience.

B1 Different types of visitors and their diverse expectations

- Different types of visitors, both domestic and overseas:
  - individuals – adults, children of different ages
  - families
  - groups – education
  - overseas visitors
  - people with specific needs, e.g. language, mobility.
- Diverse visitor expectations, to include:
  - accessibility
  - cost and convenience
  - safety and security
  - entertainment
  - education/information.

B2 Products and services provided, including primary and secondary spend opportunities

- Products and services provided, e.g. rides, exhibits, landscapes, information centres, maps.
- Support services, e.g. visitor information centre, parking, park and ride facilities, transfers, toilets and restrooms, first aid, crèche and children's facilities, signage, security, cleaning.
- Primary spend opportunities, e.g. admission, seats, exhibition tickets.
- Secondary spend opportunities, e.g. shops or retail outlets, branded items such as tee-shirts, catering and accommodation, guided tours, visitor centres, events, ticket upgrades to avoid queues, day ticket upgrade to annual pass, pass for multiple entry to a range of attractions.

B3 Ways to meet and exceed visitor expectations

- Appeal of location and environment.
- Accessibility and quality of existing products and services.
- Development of new products/services, e.g. new rides at theme parks, special events and exhibitions at museums, galleries or heritage sites, enhanced provision for visitors who have sensory impairment.
- Diversification of facilities and amenities, e.g. conservation, retail, conference, catering and accommodation opportunities.

- Image, branding and promotional offers, e.g. free Wi-Fi access, group discounts, advance purchase discounts, discounts via other organisations such as tourist boards, travel agencies or transport providers.

B4 Use of technology and its importance for visitor attractions

- Booking systems, e.g. internet facilities/mobile applications, reservation systems, ticket collection points.
- Visitor management systems, e.g. electronic information boards/signage, controlled gates, managed visitor flows, staff communication – mobile phones/pagers/two-way radio.
- Technological features secondary to the attraction, for example:
  o interactive displays/virtual reality tours/ audio tours
  o guiding and guiding methods – professional tourist guides with audio system, personal interpretation, video screenings, enactment, guidebooks and brochures
  o free apps for mobile devices
  o special effects, animation and simulation, e.g. moving dinosaur, erupting volcano.
- The importance of technology for visitor attractions, to include:
  o improving the quality of products and services offered, e.g. 3D digital models/exhibitions, simulated rides, high-tech events
  o improving ease of access/booking or reduction in queuing times, e.g. electronic fast-track passes, online booking/reservation systems
  o reducing operating costs, e.g. in staffing, training, maintenance
  o enhancing the image or raising the profile of the visitor attraction, e.g. high standards of website accessibility and availability, virtual tours
  o helping to maintain a competitive edge by enhancing overall visitor experience.

Learning aim C: Explore how visitor attractions respond to competition and measure their success and appeal

In the competitive business environment, attractions need to be aware of their competition and use different strategies to ensure that they remain competitive. Analysis of feedback, data and statistics are important to enable them to do this.

C1 Strategies for responding to competition

- Reliable market research:
  o understanding visitors and their needs through feedback from appropriate sources, e.g. customer feedback and review sites, commissioned surveys
  o analysis of visitor types, numbers, seasonality, repeat business.
- Planning and marketing:
  o effective planning of the development of the attraction, including appropriate diversification and marketing strategies
  o personalised target marketing.
- Providing high-quality visitor experiences:
  o offering products and services that lead to a memorable visitor experience.
- Building brand loyalty:
  o maintaining profile or raising awareness of the attraction
  o special/regular events, e.g. festivals linked to time of year, parades, fireworks
  o effective management of seasonality and product development.

C2 Success and appeal, using data analysis to measure visitor trends and visitor numbers

Indicators of success and appeal, to include data compiled from different sources on:

- numbers of visitors:
  - o types of visitors, e.g. overseas, domestic visitors, cultural exchanges
  - o length of stay
  - o average spend per visitor type
  - o repeat visitors.
- other indicators of success and appeal, e.g.:
  - o increased employment – seasonal/all year round
  - o increased investment/development/infrastructure
  - o regeneration of areas, improved local services and facilities
  - o online reviews and feedback scores.
- methods used to present and analyse data in order to measure success and appeal, e.g.:
  - o spreadsheets/graphs/pie charts showing visitor numbers, trends, spend
  - o surveys, questionnaires
  - o break-even analysis
  - o monitoring through electronic turnstiles
  - o annual reports.
- importance of measuring and analysing success and appeal of visitor attractions, e.g.:
  - o launch of marketing campaigns, sponsorship
  - o regeneration
  - o investment and development of new products and services
  - o maintaining image and reputation.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the nature, role and appeal of visitor attractions		
A.P1 Examine the appeal of two different visitor attractions and how they are funded. **A.P2** Explain the scale and scope of two different visitor attractions and the importance of generating additional revenue by the visitor attractions.	**A.M1** Analyse the appeal of two different visitor attractions, how they are funded and the importance of generating additional revenue by the visitor attractions.	**A.D1** Evaluate the appeal of two different visitor attractions, the way they are funded and the importance of generating additional revenue by the visitor attractions.
Learning aim B: Examine how visitor attractions meet the diverse expectations of visitors		
B.P3 Explain how two different visitor attractions offer products and services that meet the diverse expectations of its visitors. **B.P4** Explain the importance of technology for two different visitor attractions.	**B.M2** Analyse the importance of products and services offered by two different visitor attractions and the use of technology in meeting the diverse expectations of its visitors.	**B.D2** Evaluate the suitability of products and services provided by two different visitor attractions and the use of technology in meeting the diverse expectations of its visitors.
Learning aim C: Explore how visitor attractions respond to competition and measure their success and appeal		
C.P5 Explain how two different visitor attractions respond to competition. **C.P6** For two selected visitor attractions, explain the importance of measuring success and appeal and the role of data analysis.	**C.M3** For two selected visitor attractions, analyse the importance of responding to competition and measuring the attraction's appeal, including the role of data analysis.	**C.D3** For two selected visitor attractions, evaluate the effectiveness of the way in which each attraction responds to competition and measures their success and appeal using data analysis.

Essential information for assignments

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

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

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

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no specific additional requirements for this unit.

Essential information for assessment decisions

Learning aim A

In order to achieve the assessment criteria for this learning aim, learners will select and research **two** specific, sufficiently contrasting visitor attractions. The two visitor attractions should be drawn from **different** types of visitor attraction categories: built, natural and events. Teachers should ensure that the two examples selected by learners provide sufficient scope to enable them to fully complete the assessments.

For Distinction standard, learners will thoroughly evaluate the appeal of two sufficiently contrasting examples of visitor attractions, the way they are funded through different types of ownership and the contribution these visitor attractions make to the local and national economy. Learners will show an in-depth understanding of the scale and scope of the two contrasting visitor attractions. They will use statistical data accurately in order to support conclusions drawn from their research. Learners will give specific, well-selected details relating to the importance of the visitor attractions in generating additional revenue, including how and why the additional revenue is generated, and will provide justified reasons for their conclusions in each case. The evaluation will be sustained and clearly focused on the relative significance of different factors and interdependencies between them. The evidence will demonstrate high-quality written/oral communication through the use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners will give a clear, balanced analysis of the appeal of two sufficiently contrasting examples of visitor attractions, how they are funded through different types of ownership and the importance of these two visitor attractions in generating additional revenue. It will be evident from the analysis that the scale, scope and appeal have been clearly investigated and understood by learners. They will give relevant details of the appeal, funding and contribution of each visitor attraction. The details will be valid and clearly linked to their analysis. Current and authentic statistical data will be used to support the analysis. The evidence will demonstrate good-quality written/oral communication.

For Pass standard, learners will give an appropriate explanation of two sufficiently contrasting examples of visitor attractions, their appeal and how they are funded through different types of ownership. Appropriate and realistic details of the scale, scope and appeal of the different types of visitor attractions and the importance of generating additional revenue will also be included in the explanation. The evidence may be detailed but unbalanced in parts or supported by superficial use of examples or reasons.

Learning aim B

To complete the assessment for Learning aim B, learners should use the **same** two attractions that were chosen for Learning aim A.

For Distinction standard, learners will give a thorough, convincing evaluation of how two different visitor attractions provide products and services for their different types of visitors in order to meet and exceed visitor expectations. The evaluation will identify the 'typical' visitor, their requirements and the opportunities for primary and secondary spend. Learners will evaluate how important technology is for the two different visitor attractions selected, how technology is used and how it benefits the attraction and their visitors. Robust conclusions and recommendations will be drawn for both attractions selected. The evaluation will be sustained and clearly focused on the suitability of different factors and interdependencies between them. Learners will demonstrate high-quality written communication skills.

For Merit standard, learners will produce a clear, balanced analysis of the different kinds of products and services provided by two different visitor attractions and the technology used to effectively meet the needs of their visitors. Both potentially positive and negative aspects of products, services and the use of technology will be considered. References to potential impacts will be specific and relevant. Learners will give an accurate analysis that is methodical and demonstrates good-quality written communication skills.

For Pass standard, learners will explain the products and services offered by two different types of visitor attractions as part of the visitor experience. Learners will explain how technology is used to enhance the visitor experience, showing an appropriate but, in parts, superficial understanding of how technology has been used by the attractions to achieve these goals. The range of examples of products, services and technology given by learners might be limited in scope or depth. Their investigation will be realistic and appropriate however the evidence may contain some inaccuracies. The explanations will contain limited detail and foresight.

Learning aim C

To complete the assessment for Learning aim C, learners **may** use the same two attractions chosen for Learning aims A and B. If data and statistics are not easily available, they **could** choose two different attractions for this assessment.

For Distinction standard, learners will produce, for two contrasting visitor attractions, a detailed examination of the importance of responding to competition and measuring success and appeal. They will give a comprehensive, convincing evaluation of how successfully two different visitor attractions respond to competition and measure their success and appeal. Learners will make consistently valid and insightful references to the importance of data analysis in measuring the success and appeal of the two attractions. Specific, detailed references will be made to the strategies used to respond to competition and the reasons for their success or lack of success. Any references to examples of supporting data will be consistently accurate. The evaluation will be sustained and clearly focused on the relative effectiveness of different factors and interdependencies between them. Learners will articulate their arguments and views concisely and fluently, evaluating concepts, ideas and actions in order to reach valid and justified conclusions.

For Merit standard, learners will methodically analyse, for two contrasting visitor attractions, the importance of responding to competition and measuring their success and appeal. Learners may make generally accurate references to relevant data to support their analysis. Learners will appreciate the relative significance of different factors involved in responding to competition and measuring success, and the relationship between these factors. Learners will make clear, relevant references to the importance of data analysis in measuring the success and appeal of visitor attractions. They will give a clear, accurate and balanced analysis that demonstrates good-quality written or oral communication. The evidence will use appropriate and accurate terminology.

For Pass standard, learners will give a basic explanation of how two selected, contrasting visitor attractions respond to competitors. They will also explain why it is important that these visitor attractions measure their success and appeal and why they might use data analysis in doing so. Learners may make some competent references to data to support their explanations, although some of the supporting data might not be relevant. Learners' explanations will be realistic and appropriate, however the evidence may contain some inaccuracies, be limited in parts or be supported by limited use of valid examples.

Links to other units

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 11: Events, Conferences and Exhibitions for the Travel and Tourist Industry.

Employer involvement

This unit would benefit from employer involvement in the form of:
- work experience/work shadowing
- visits to relevant visitor attractions
- talks by specialist speakers.

Opportunities to develop transferable employability skills

Analytical and interpretative skills when analysing how different visitor attractions are funded and how they generate additional revenue.

Unit 10: Global and Domestic Passenger Transport

Level: **3**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners research the global and domestic locations of transport hubs and networks, the products and services offered, and analyse trends and impacts of passenger transport and the role of technology.

Unit introduction

In this unit you will learn about the different ways people can travel within their own country, across continents, seas and oceans and about the scale of passenger transport globally. You will investigate consumer technology such as online booking and smartphone apps and consider how these have enabled passengers to manage their travel needs more easily, revolutionising the way people use transport systems.

You will study global and domestic air, sea, rail and road travel. You will also identify and locate major global and domestic transport hubs and networks. Throughout your study you will research how passenger needs are met and give examples of products and services offered by different transport organisations. You will analyse how modern technologies have improved availability and accessibility for different types of customers. You will consider the potential negative impacts of passenger transport and assess possible solutions.

Transport may be studied further as part of many higher education qualifications. The knowledge of geography, impacts and infrastructure gained in this unit will support your progression to degrees in areas such as transport, tourism, leisure, or business studies. The wide range of skills and knowledge developed in this unit will also help your career progression.

Learning aims

In this unit you will:

A Explore options and trends for global and domestic passenger transport, including negative impacts and possible solutions.

B Investigate global and domestic passenger transport hub, locations and facilities, including how products and services offered by transport organisations meet the needs of passengers.

C Examine the role of web-based and mobile technologies and how they have influenced the accessibility of transport options and travel choices for customers.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore options and trends for global and domestic passenger transport, including negative impacts and possible solutions	**A1** Air travel **A2** Sea travel **A3** Rail travel **A4** Road travel **A5** Negative impacts and possible solutions	An oral or written presentation that investigates passenger transport options and trends, including negative impacts and possible solutions.
B Investigate global and domestic passenger transport hubs locations and facilities, including how products and services offered by transport organisations meet the needs of passengers	**B1** Airports and airlines **B2** Passenger ports and ferry companies **B3** Railway stations and train companies **B4** Road networks and bus and coach companies **B5** Needs of passengers	A slideshow presentation that evaluates the extent to which location and passenger needs influence facilities offered at major global transport hubs and whether needs are met by different hubs.
C Examine the role of web-based and mobile technologies and how they have influenced the accessibility of transport options and travel choices for customers	**C1** Types of customer and reasons for travel **C2** Online and internet web pages **C3** Smartphone apps **C4** e-ticketing	A report that compares and contrasts the use, availability and effectiveness of differing web-based technologies, for different types of customers and the extent of their influence on travel choices made.

Content

Learning aim A: Explore options and trends for global and domestic passenger transport, including negative impacts and possible solutions

Passenger transport options include travel by air, sea, rail and road. Trends include key indicators such as changes in the type of transport used, changes in passenger numbers and changes in receiving and generating areas.

A1 Air travel

- Passenger numbers:
  - o top ten global airports by passenger numbers
  - o overall changes in global passenger numbers since 2000
  - o changes in global receiving and generating areas for air passengers since 2000
  - o top three domestic airports.
- Aircraft:
  - o changes in airplane models, size and specification.
- Airlines and flights:
  - o definition and examples of scheduled, budget and charter flights
  - o definition of long haul, short haul
  - o global and domestic organisations that operate air passenger services.

A2 Sea travel

- Passenger numbers:
  - o top ten global passenger ports by passenger numbers
  - o overall changes in global sea passenger numbers since 2000
  - o changes in global receiving and generating areas for sea passengers since 2000
  - o busiest domestic passenger ports.
- Watercraft relevant to passenger transport:
  - o changes in ferry type, size and specification
  - o global and domestic organisations that operate ferry services.

A3 Rail travel

- Networks and global rail journeys:
  - o top five global rail networks – by total operating length of rail
  - o top ten global rail journeys – Europe, US and Canada, Latin America, South Asia, Australia and New Zealand, Asia
  - o long distance/inter-continental rail journeys
  - o domestic rail networks connecting major cities/inter-city rail.
- Passenger numbers:
  - o overall changes in global rail passenger numbers since 2000
  - o trends in numbers of domestic and global rail journeys, purpose and cost.
- Rail:
  - o changes in rail journey lengths and train speeds from 1945 to present
  - o top five high speed trains
  - o global and domestic organisations that operate railways.

A4 Road travel

- Development of domestic road network at continental level – Asia, Africa, North America, South America, Europe, Australasia.

- Changes and trends in car ownership from 1945.

- Trends in numbers of global and domestic bus/scheduled coach journeys, by purpose of travel and cost.

- Types of coach and bus services:
  - express, budget, long-distance, sleeper-bus, luxury.

- Global and domestic organisations that operate scheduled bus/coach travel.

A5 Negative impacts and possible solutions

- As the world's population increases and more journeys are made, there is an increasing concern about the potential negative impacts created by passenger transport, and its associated infrastructure. Governments and passenger transport organisations are looking at possible solutions through new transport technologies and initiatives that offer cleaner transport options with fewer negative impacts.

- Negative impacts, e.g.:
  - pollution – air, water, noise, visual
  - health concerns – increased rates of asthma, atmospheric levels of pollutants
  - traffic congestion
  - depletion of resources – fuel extraction
  - damage or destruction of wildlife habitats
  - damage, destruction, relocation of culturally sensitive sites
  - reduced quality of life, reduced house values, compulsory purchase orders.

- Possible solutions, e.g.:
  - autonomous/self-driving vehicles
  - super (maglev) trains
  - smart roads and motorways
  - ultra-low emission zones
  - measure carbon footprint of differing transport methods.

Learning aim B: Investigate global and domestic passenger transport hub locations and facilities, including how products and services offered by transport organisations meet the needs of passengers

Passenger transport hubs include airports and railway stations that are used by large numbers of people and are often where people exchange one method of transport for another. Numerous transport organisations will operate in and out of these hubs, whilst some may be based there. Transport hubs often provide access to major cities and tourist destinations or provide a stop-over point for longer journeys.

B1 Airports and airlines

- Airport location:
  - location of the world's ten busiest airports
  - the top ten most-flown long-haul routes
  - major global and domestic airport hubs, locations and routes.

- Facilities at major global hubs and domestic airport-terminal:
  - facilities offered and how they meet customer needs including technologies relating to security and time-/labour-saving devices.
- Airlines – products and services on the ground and in-flight, for example:
  - differing classes of travel
    - first class
    - business class
    - premium economy
    - economy
  - seating
  - catering
  - entertainment
  - Wi-Fi access/provision
  - shopping/retail
  - passenger assistance.

B2 Passenger ports and ferry companies

- Passenger port location:
  - location of the world's ten busiest passenger ports
  - major domestic ports, locations and routes.
- Facilities at major global hubs and domestic passenger ports/ferry terminal:
  - facilities offered and how they meet customer needs including technologies relating to security and time-/labour-saving devices.
- Passenger ferry companies – products and services on land and at sea, for example:
  - seating
  - accommodation
  - catering
  - entertainment
  - Wi-Fi access/provision
  - shopping/retail
  - passenger assistance, including foot passengers.

B3 Railways stations and train companies

- Railway station location:
  - location of world's ten busiest railway stations
  - the top ten busiest long distance routes
  - location of major domestic railway stations within-city and inter-city routes.
- Facilities at major global hubs and domestic railway stations:
  - facilities offered and how they meet customer needs including technologies relating to security and time-/labour-saving devices.

- Train companies – products and services at the railway station and on board, for example:
  - classes of travel
  - overnight accommodation
  - seating
  - catering
  - entertainment
  - Wi-Fi access/provision
  - passenger assistance
  - direct services.

B4 Road networks and bus and coach companies

- The purpose of motorways and toll roads.
- Busiest domestic motorways/main roads.
- Service stations – facilities.
- Bus and coach companies – products and services at the station and on board, for example:
  - classes of travel
  - overnight accommodation
  - seating
  - catering
  - entertainment
  - Wi-Fi access/provision
  - passenger assistance
  - direct services.

B5 Needs of passengers

The locations and facilities provided at global and domestic transport hubs, together with products and services offered by transport organisations, may influence passenger choice of transport in terms of how well their needs are met.

- Passenger needs, general:
  - length of journey
  - total cost of journey
  - level of comfort
  - convenience – connections, departure and arrival times; location of transport hubs.
- Passenger needs, specific:
  - medical/health conditions
  - travelling with infants/babies
  - oversized luggage/sports and other equipment
  - wheelchair users/limited mobility
  - visual/hearing impairments.

Learning aim C: Examine the role of web-based and mobile technologies and how they have influenced the accessibility of transport options and travel choices for customers

Web-based and mobile consumer technologies have influenced the accessibility of passenger transport options for different types of customers and also influenced how they choose to travel.

C1 Types of customer and reasons for travel

- Families – holidays, short and medium breaks
- Business travellers – meetings, conference, events, overnight stays
- Solo travellers – extended trips, holidays, short breaks, overnight stays
- Senior citizens – gap years, long stay, holidays, short breaks
- Groups – special interest, family and friends, educational, sports
- Couples – holidays, short and medium breaks.

C2 Online and internet web pages

- Making a booking:
  - price comparison
  - instant booking
  - seat/cabin choice
  - upgrade options
  - additional services
  - security requirements
  - online check-in.
- Passenger reviews of travel companies:
  - online review sites as a source of information
  - online review sites as a source of feedback.
- Live travel update sites:
  - flight/sailing/rail delays and cancellations
  - road network live travel information (accidents, road closures, incidents and roadworks)
  - route planning.

C3 Smartphone apps

- Satellite navigation and immediate route planning.
- Immediate location-based booking (taxis).
- Foreign currency information and conversion rates.
- Translation of foreign languages/signage.
- Booking excursions while overseas/confirmations.
- Social networking and experience sharing.
- Timetables for unknown routes and journeys.
- Emergency contact/location/information.

C4 e-ticketing

- Airlines.
- Railways.
- Coach companies.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore options and trends for global and domestic passenger transport, including negative impacts and possible solutions		
A.P1 Explain how global and domestic passenger travel usage and options has changed over time. **A.P2** Explain the negative impacts of two global and domestic passenger transport options and possible solutions.	**A.M1** Analyse global and domestic passenger transport options, trends and negative impacts.	**A.D1** Evaluate the potential impacts of new transport technologies and passenger transport initiatives at a global and domestic level.
Learning aim B: Investigate global and domestic passenger transport hub locations and facilities, including how products and services offered by transport organisations meet the needs of passengers		
B.P3 Locate popular air, road, sea and rail routes globally and explain how facilities at the major transport hubs meet passenger needs. **B.P4** Explain how different types of transport organisations provide for the specific and general needs of passengers.	**B.M2** Assess transport hub facilities, products and services for different transport options for one complex journey in your own country and how well each meets passenger needs.	**B.D2** Evaluate to what extent location and passenger needs influence facilities offered at major global transport hubs and whether the needs of passengers are met by different hubs and transport organisations.
Learning aim C: Examine the role of web-based and mobile technologies and how they have influenced the accessibility of transport options and travel choices for customers		**C.D3** Compare and contrast the use, availability and effectiveness of differing web-based technologies, for different types of customers, and the extent of their influence on travel choices made.
C.P5 Explain how key web-based technologies may affect travel choices and transport options for different types of customers.	**C.M3** Analyse the influence of a range of web-based technologies on the accessibility and availability of transport options for different types of customers.	

Essential information for assignments

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

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

The relationship of the learning aims and criteria is:

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

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, CM3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- Maps of the world, individual continents and of learners own country that give details of transport routes and hubs
- Case studies of global and domestic transport infrastructure developments that also give details of their impacts
- Case studies of new transport technologies and initiatives being planned and developed.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will produce a comprehensive evaluation which considers a wide range of potential impacts of new transport technologies and passenger transport initiatives. In the evaluation learners will clearly differentiate between initiatives and new technologies. The evaluation will consider that impacts may be negative as well as positive. The evaluation will be sustained and clearly focused on impacts at a global and domestic level and learners will provide specific details of a range of new technologies and initiatives. Learners must articulate their arguments fluently and their views concisely, giving an evaluation that makes reasoned, valid judgements.

For Merit standard, learners will produce a clear and detailed analysis of passenger transport options, covering all four options given in the specification unit content in depth. The analysis will consider a range of domestic options and give detail for any omissions of the four transport options, for instance in land-locked countries. For each option analysed, at least two key indicators of trends as given in the unit content will be considered and specific details provided. Learners will consider the relationships between trends, options and negative impacts. Learners will demonstrate an understanding of how some passenger transport options may have greater negative impacts than others.

For Pass standard, learners will produce an explanation of how global and domestic passenger travel usage and options has changed over time. Learners will produce a range of travel usage data in terms of passenger numbers, but there will be some omissions and relevance may not always be evident. Learners will produce an explanation of the negative impacts of at least two global and domestic passenger transport options and possible solutions. This explanation is likely to be superficial and generic, lacking specific details of negative impacts and in terms of the scale.

Learning aim B

For Distinction standard, learners will produce a comprehensive evaluation which considers the location and facilities offered at a range of major global transport hubs. The evaluation considers how well these hubs, and a range of transport organisations operating out of the hubs, meet passenger needs. The evaluation will be sustained and clearly focused on transport hubs and their related transport organisations with regards to the influence of passenger needs.

Hubs considered will cover all four transport methods with at least two for each method. Learners will give specific details of the facilities and locations of the global transport hubs and organisations operating in and out of them. Consideration is likely to be given to the type and length of journeys involved. Learners must articulate their arguments fluently and their views concisely, giving an evaluation that makes reasoned, valid judgements.

For Merit standard, learners will be provided with details of a complex journey within their own country. Complexity will be achieved by limited direct routes by air and the specific needs of passengers.

Learners will produce a reasoned and balanced assessment of the advantages and disadvantages of at least three different transport options for the given journey. Learners will draw on their knowledge of transport options within their own country and how different passenger needs can be met.

For Pass standard, learners will produce maps showing popular travel routes by road, rail, air and sea on a global scale. Some will be less detailed than others. Learners will show an understanding of the most popular transport hubs in terms of passenger numbers although there may be some obvious omissions. Learners will provide an explanation of how facilities of major transport hubs meet the needs of passengers. This may be limited, considering mainly general needs; consideration of how specific needs are met may be superficial. There will be some detail, including examples, although their relevance may not always be clear.

Learning aim C

For Distinction standard, learners will produce an in-depth comparison of an extensive range of web-based technologies. The technologies selected will be appropriate for the task in terms of influencing customer choice of travel. The comparison will include detailed examples of the use, availability and effectiveness of these technologies, with consideration of differences and similarities of use between different types of customers. Learners will provide well-selected evidence to show the influence of these technologies on travel choices made by different types of customers. The evidence will demonstrate high-quality written communication through use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners will produce a clear and detailed analysis of a range of web-based technologies. The analysis will consider the relationship between the accessibility and availability of transport options through these technologies, and their influence on different types of customers. Learners will demonstrate an understanding of how some web-based technologies may be more or less accessible than others, using well-selected examples.

For Pass standard, learners will produce an explanation of how key web-based technologies may affect travel choices and transport options for different types of customers. Learners will select a range of technologies although some may not be entirely appropriate in terms of travel choices and options for customers. The explanation of the effects on customers may be superficial in parts, with a limited range of different types of customers.

Links to other units

This unit links to:
· Unit 1: The Travel and Tourism Industry
· Unit 2: Worldwide Travel and Tourism Destination
· Unit 8: The Airport Experience
· Unit 18: Researching Current Travel Trends and Key Issues in Travel and Tourism.

Opportunities to develop transferable employability skills

Besides the specialist subject knowledge gained though the study of this unit, learners will also have the opportunity to develop transferable employability skills:
· organisational
· problem solving
· communication
· critical thinking.

Unit 11: Events, Conferences and Exhibitions for the Travel and Tourism Industry

Level: **3**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners will develop knowledge and skills in resource and financial planning as they gain an insight into a wide range of events, conferences and exhibitions that are relevant to the travel and tourism industry.

Unit introduction

The management and coordination of events, conferences and exhibitions is a dynamic and exciting area that is relevant to a number of sectors. This unit will help you develop your creative, financial and organisational skills.

You will explore the diversity and scale of events, conferences and exhibitions that the travel and tourism industry is involved with. You will consider the complexity of developing large-scale and small-scale events, which may be local, national or international. You will gain an insight into the processes involved in running an event or conference and consider legal aspects, logistics and subcontracting.

By developing your research, problem-solving, financial and communication skills, this unit will help you progress to higher education courses. The wide range of skills and knowledge developed in this unit will also help your career progression.

Learning aims

In this unit you will:

A Explore the range, scale and potential impact of events, conferences and exhibitions in the travel and tourism industry

B Investigate the planning skills, methods and processes required before, during and after an event, conference and exhibition

C Develop and review a proposal for a local, national or international event, conference or exhibition to meet client requirements.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the range, scale and potential impact of events, conferences and exhibitions in the travel and tourism industry	**A1** Events, conferences and exhibitions **A2** Factors affecting the success of an event, conference or exhibition **A3** Changing trends in events, conferences and exhibitions **A4** The potential impact of events, conferences and exhibitions on the host area	A report that investigates the range of events, conferences and exhibitions that individuals working in the travel and tourism industry are involved with, current trends, the factors that help make an event successful and their wider potential impact on host areas.
B Investigate the planning skills, methods and processes required before, during and after an event, conference and exhibition	**B1** Preparing for a local, national or international event, conference and exhibition **B2** Supporting the delegates **B3** Tasks to be carried out after the event, conference or exhibition **B4** Subcontracting	A slideshow presentation with speaker notes that detail the stages (pre, during and post), skills, methods and processes required to plan and manage an event, conference or exhibition on a local, national or international scale.
C Develop and review a proposal for a local, national or international event, conference or exhibition to meet client requirements	**C1** Proposal for an event, conference or exhibition **C2** Event planning and delegate management tools **C3** Meeting client requirements **C4** Efficient financial costings **C5** Obtaining feedback **C6** Reviewing the proposal, including financial costings	A detailed proposal and financial costing for a local, national or international event, conference or exhibition to meet client requirements, together with recommendations for potential improvements.

Content

Learning aim A: Explore the range, scale and potential impact of events, conferences and exhibitions in the travel and tourism industry

Many events, conferences and exhibitions require varying degrees of involvement from the travel and tourism industry, dependent on the scope, scale and location of the event, conference or exhibition being planned.

A1 Events, conferences and exhibitions

- Events:
  - business events, e.g. annual general meeting (AGM)/extraordinary general meeting (EGM) of shareholders, awards evenings, balls, formal dinners, team building
  - global and national sporting events, e.g. the Olympic Games, Paralympic Games, Winter Olympic Games, Rugby World Cup, Formula 1®, FIFA World Cup™, domestic football matches, horse racing
  - large-scale recreation events, e.g. flower shows, food festivals
  - local interest, e.g. cultural festivals
  - entertainment, e.g. music festivals, concerts, plays
  - celebrations, e.g. weddings, birthdays, religious festivals
  - social enterprise events, e.g. charity fundraising dinners, sporting events, auctions.
- Conferences:
  - diverse nature – different sizes and aims, e.g. one-day events, overnight conferences, domestic and overseas, seminars, staff training sessions, internal company conferences, industry-wide conferences, trade fairs, political conferences, keynote sessions, breakout sessions
  - promoting products, e.g. product launches, trade shows, press conferences, linked publicity stunts, touring campaigns.
- Exhibitions:
  - national arena exhibitions – central location, good transport links, customer facilities.

A2 Factors affecting the success of an event, conference and exhibition

- Internal factors, e.g. date changes, clashing events, availability of speakers, resources, venues, infrastructure and logistics, staff illness, company budget, staff morale levels, quality of organisation.
- External factors, e.g. industrial action, changes in availability or cost of transport and accommodation, extreme weather, terrorism, natural disasters.

A3 Changing trends in events, conferences and exhibitions

- Venue, e.g. growth of unusual venues, popularity of budget venues, demand for better facilities, virtual tours.
- Organisation, e.g. growth of event management companies, web-conferencing, e-meeting, specialist and themed events.
- Transport, e.g. significance of transport costs, reducing carbon footprint, business corporate and social responsibility agenda.
- Security requirements, e.g. gaining access to venues, types of checks required.

A4 The potential impact of events, conferences and exhibitions on the host area

A variety of potential impacts on the host area may arise from events, conferences and exhibitions, to include:

- multiplier effect on local and national economy
- potential impact on local and national environment and quality of life
- potential impact on local and national infrastructure
- potential impact of publicity surrounding the event.

Learning aim B: Investigate the planning skills, methods and processes required before, during and after an event, conference and exhibition

A successful event, conference or exhibition is one that has been well planned, draws on skills and expertise and makes use of appropriate methods and processes to design and coordinate the event.

B1 Preparing for a local, national or international event, conference or exhibition

- Purpose of the event, conference or exhibition:
  o aims and objectives, size of audience, target audience, level of formality.
- Resource considerations:
  o suitable venue choice, e.g. location, size, layout, availability, access, parking, capacity, cancellation policy, overnight accommodation (in venue or nearby), transport links
  o equipment and venue layout, e.g. AV equipment, Wi-Fi provision, delegate packs, seating arrangements, hospitality, entertainment, support services, staffing
  o entertainment requirements included in the event, conference and exhibition, e.g. guest speakers, bands, magicians, comedians
  o entertainment requirements outside of the event, conference and exhibition, e.g. providing information on nearby visitor attractions, day/evening trips, recommended bars/clubs/casinos near the venue.
- Financial and contracting considerations:
  o budget, expenditure and major costs, e.g. venue hire, ancillary/support service, catering, speaker fees
  o legal, e.g. data protection, consumer protection, cancellation and refund policy, health and safety requirements, negligence liability, terms and conditions
  o early-bird discounts and daily delegate rate
  o subcontracting, e.g. catering, equipment, furniture
  o health and safety, e.g. first aid, lost children.
- Logistical considerations:
  o marketing and communication, e.g. marketing the event, conference and exhibition, identifying the target market, distributing supporting documents/files, highlighting ways of joining, incentives for large bookings, providing updates to schedule
  o contingency, e.g. preventing and managing unforeseen issues, risk assessment, security, contingency planning, effective communication
  o maximum capacity, delegate management system (DMS), registration
  o transport, connections, hubs and schedules.

B2 Supporting the delegates

- Advising delegates in the event of unforeseen issues, e.g. adverse weather conditions, industrial action by transport providers, cancellation of some aspects of the event, conference and exhibition.

- Advising delegates regarding transport and travel options to and from the venue, e.g. providing information about public transport, arranging group transport, e.g. minibus or coach, trip extensions visiting nearby destination, booking accommodation, flight connections, transfers.

- Advising delegates regarding options for activities and local attractions near the venue, e.g. providing information on activities and attractions, booking tickets, arranging transport.

- The importance of contemporary delegate management systems.

B3 Tasks to be carried out after the event, conference and exhibition

- Evaluation, e.g. debrief, delegate questionnaires, online feedback, analysis of profit, identifying problems and solutions, review of aims and objectives, recommendations for improvement.

- Other tasks to be carried out after the event, conference and exhibition, e.g. vacating the venue, returning or securing hired materials, collating contact information for future events, analysing questionnaire data, incentives for feedback such as prizes or discount offers.

B4 Subcontracting

- External companies can be used to provide:
  - accommodation, e.g. economy/budget, mid-price, luxury hotels, self-catering, full board, room only, loyalty rewards
  - catering, e.g. fast food, seated restaurants, pop-up street food, drinks-only package, buffet style, set-course dinners, international cuisine, local food, dietary requirements
  - event support, e.g. organisations subcontracted to provide services such as venue sourcing, insurance brokering, specialist conference provision, e.g. medical conferences, display creation, acting agency
  - event-specific materials, e.g. lanyards, flowers, name badges, stationery
  - corporate gifts, e.g. personalised conference memorabilia
  - event entertainment for the delegates, e.g. agents for singers, musicians, theatre groups, speakers, storytellers, circus acts, magicians, dancers, casino providers
  - external entertainment, e.g. providing tickets for local attractions
  - marketing, e.g. website design, leaflet production, poster design, email copywriting, database management
  - team-building activities, e.g. paintballing, walking tours, cooking courses.

- Working with subcontractors:
  - following service-level agreements (SLAs), contracts, channels of communication.

Learning aim C: Develop and review a proposal for a local, national or international event, conference or exhibition to meet client requirements

C1 Proposal for an event, conference or exhibition

· Suitability for specific target market and client requirements.

· Resources, contracting and logistical arrangements required.

· Timescales.

· Financial costings.

C2 Event planning and delegate management tools

· Contemporary planning tools, e.g. Gantt chart, critical path analysis, online tools and apps.

C3 Meeting client requirements

· Aims and objective of the event, conference or exhibition.

· Identifying criteria for measuring success of the event, conference or exhibition.

· Establishing timescales, roles and responsibilities.

· Working to an agreed budget.

· Contingency planning.

· Communicating with the client to check all aspects of the proposal.

C4 Efficient financial costings

The types of items included in the costings will depend on the nature and scale of the event, conference or exhibition required by the client:

· costs associated with venue hire

· subcontracted external company supplier costs

· internal staff costs, including overtime

· transportation costs, e.g. flight, rail, coach, transportation between airport and venue

· accommodation costs, e.g. at venue, in nearby hotels or other accommodation suppliers

· marketing costs for promotion of event, e.g. design, printing and distribution of invitations

· materials costs, e.g. decoration of venue, gifts, banners, costumes

· insurance fees and costs associated with meeting health and safety requirements.

C5 Obtaining feedback

· Reviewing the proposal for the implementation with others, e.g. stakeholders, subject experts.

· Obtaining feedback, e.g. interviews, questionnaires, meetings.

C6 Reviewing the proposal, including financial costings

· Reviewing feedback collected and drawing conclusions.

· Suggesting improvements and further development.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the range, scale and potential impact of events, conferences and exhibitions in the travel and tourism industry		**A.D1** For each host area, evaluate the potential impact of the event, conference and exhibition and the potential impact of changing trends in the events, conferences and exhibitions sector.
A.P1 Explain the changing trends in the events, conferences and exhibitions sector.	**A.M1** For each host area, analyse the potential impact of the event, conference and exhibition and the potential impact of changing trends in the events, conferences and exhibitions sector.	
Learning aim B: Investigate the planning skills, methods and processes required before, during and after an event, conference and exhibition		**B.D2** Evaluate the importance of the skills, methods and processes required in successfully planning and managing a selected event, conference and exhibition on a local, national and international scale.
B.P2 Compare the planning stages in preparing one event, one conference and one exhibition on a local, national and international scale. **B.P3** Compare the processes involved in managing an event, conference and exhibition on a local, national and international scale.	**B.M2** Analyse the skills, methods and processes required in successfully planning and managing a selected event, conference and exhibition on a local, national and international scale.	
Learning aim C: Develop and review a proposal for a local, national or international event, conference or exhibition to meet client requirements		**C.D3** Use feedback to evaluate the effectiveness of the proposal and financial costing against client requirements, making recommendations for potential refinements.
C.P4 Produce a proposal and financial costing for a local, national or international event, conference or exhibition to meet client requirements. **C.P5** Use feedback to review the extent to which the proposal and financial costing meet client requirements.	**C.M3** Justify the choices made in developing the proposal and financial costing to meet client requirements.	

Essential information for assignments

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

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

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

Learning aim: B (B.P2, B.P3, B.M2, B.D2)

Learning aim: C (C.P4, C.P5, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of up-to-date publications, websites and research material to gain information about events, conferences and exhibitions and be able to demonstrate use of primary and secondary research methods.

Essential information for assessment decisions

Learning aim A

In order to achieve the assessment criteria for this learning aim, learners will select and research **three** items: **one event**, **one conference** and **one exhibition**.

In selecting an event, conference and exhibition, learners must cover in total:

- **one** example of an **international** item
- **one** example of a **national** item
- **one** example of a **local** item.

Teachers should ensure that the examples selected by learners provide sufficient scope to enable them to fully complete the assessments.

For Distinction standard, learners will carry out a detailed, in-depth evaluation of the potential impact of the selected event, conference and exhibition on the host area. They will reflect on the changing trends in events, conferences and exhibitions, considering the potential implications for the host area. The impacts considered will all be relevant to the event, conference or exhibition and to the host area. The scale of the potential impact of the event, conference and exhibition and the scale of the potential impact of changing trends will all be thoroughly evaluated at the international, national or local level.

Learners will give specific details relating to the potential impacts of the conference, event and exhibition and the potential impacts of changing trends; these will be logically related to the conference, event and exhibition and to the host area in each case. Learners will articulate their arguments fluently and views concisely, giving an evaluation that makes reasoned, valid judgements.

For Merit standard, learners will give a clear, balanced analysis of how each host area might potentially be impacted by the selected event, conference and exhibition. The analysis will consider the potential implications for the host areas of the changing trends in events, conferences and exhibitions.

The impacts considered will all be relevant to the event, conference and exhibition and to the host area, with discussion of the scale of potential impact at the international, national or local level.

Learners will give specific, relevant examples of potential impacts and trends that affect each host area. The examples will be valid and clearly linked to their analysis. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will compare one event, one conference and one exhibition in terms of their range, scale and potential impact on the host area on a basic level. Most of the impacts considered will be relevant to the event, conference or exhibition and to the host area, with some understanding of the scale of potential impact at the international, national or local level.

Learners will give an appropriate, realistic explanation of the changing trends in events, conferences and exhibitions. Learners will give reasons for the changes but the scope of the explanation and range of examples given might be limited or superficial in parts.

Learning aim B

Learners will select and research **three** items to produce evidence for this learning aim:

- one event
- one conference
- one exhibition.

In selecting an event, conference and exhibition, learners must cover in total:

- one example of an **international** item
- one example of a **national** item
- one example of a **local** item.

For Distinction standard, learners will thoroughly evaluate the importance of the skills, methods and processes required in successfully planning and managing a selected event, conference and exhibition on a local, national and international scale. Learners will show a thorough understanding of the link between skills and the methods and processes involved in preparing for an event, conference and exhibition, the expectations during it, as well as the tasks to complete when it has finished.

The evaluation will be sustained and clearly focused on the relative significance of different factors and interdependencies between them. Learners will give specific details relating to skills, methods and processes; these will be clearly related to the roles and objectives in planning and managing an event, conference and exhibition.

The evidence will demonstrate high-quality written/oral communication through use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners will give a clear analysis of the skills, methods and processes required in successfully planning and managing a selected event, conference and exhibition on a local, national and international scale. Learners will show sound understanding of processes involved in preparing for an event, conference and exhibition, the expectations during the event, conference and exhibition as well as the tasks to complete when it has finished.

The evidence will be reasoned and balanced, making clear references to the role of relevant skills, methods and processes in achieving a successful event, conference and exhibition. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will give a comparison of the planning stages and the processes involved in putting on an event, conference and exhibition. Learners will explain how the planning needs vary according to whether the brief is for an event, conference and exhibition and according to the scale of the event, conference and exhibition. They will give an accurate comparison of how the event management processes vary according to whether the brief is for an event, conference and exhibition and potential variations related to the scale of the event, conference and exhibition.

Learners' comparisons will be appropriate and realistic, however some minor inaccuracies may occur and the evidence might be superficial or limited in terms of the extent of variations considered. Learners will show a realistic understanding of the processes involved in preparing for an event, conference or exhibition, the expectations during the event, conference and exhibition, as well as the tasks to complete when it has finished.

Learning aim C

Learners will produce a proposal for a local, national or international event, conference or exhibition that meets client requirements. The proposal will include a financial costing for the proposal.

Learners will receive feedback on their proposal from at least two other people, which they will use to inform the review of their proposal.

For Distinction standard, learners will thoroughly evaluate the effectiveness of the proposal and the financial costing against the client requirements, making recommendations for potential refinements.

Learners' evaluations must be informed by the feedback they have received on the proposal that they have developed. Learners' review of the proposal, including the financial costing, will be reasoned and convincing. They will give a reasoned evaluation of possible refinements to the proposal.

For Merit standard, learners will give a clear justification of the choices made during the development of the proposal, including the costings involved, in order to meet client requirements. Learners must give a clear, well-reasoned justification of the choices they made in relation to the planning and costing of the event, conference or exhibition. They will refer to feedback, the alternatives they considered and reasons why these alternatives were rejected.

For Pass standard, learners will prepare a proposal for a local, national or international event, conference or exhibition, which is appropriate and meets most of the client requirements. The financial costing for the event, conference or exhibition will be accurate and realistic but may not meet every aspect of the client requirements. Learners will review the proposal and financial costing in relation to the client's requirements and explain the extent to which these have been met.

Learners will obtain feedback from at least two other people on the proposal and financial costing they have developed. In reviewing their work and feedback from others, learners will consider both positive and negative aspects of the final outcomes in relation to the identified client requirements. The review may be unbalanced and/or superficial.

Links to other units

This unit links to:
- Unit 1: The Travel and Tourism Industry
- Unit 2: Worldwide Travel and Tourism Destination
- Unit 9: Visitor Attractions
- Unit 10: Global and Domestic Passenger Transport.

Employer involvement

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

- guest speakers from events-management businesses e.g. hotels/venues where events are held, event management organisations
- work experience
- support from local events-management staff as mentors.

Opportunities to develop transferable employability skills

Analytical and planning skills when preparing for an event, conference or exhibitions.

Communication and collaborative skills when developing and reviewing a proposal for an event, conference and exhibition to meet delegates and clients requirements.

Unit 12: Investigating Overseas Working

Level: **3**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners investigate different types of tour operators, participate in customer service activities related to an overseas context and review their own performance in customer service situations.

Unit introduction

Exploring potential job roles and career prospects is an important aspect of planning for higher education or employment.

In this unit, you will investigate different types of tour operators and agents and the significance of employee contribution to the overall financial and customer service success of a business. You will explore the importance of establishing effective working relationships with suppliers and working effectively in a legal framework. The unit gives you the opportunity to demonstrate customer service and sales skills through communicating effectively in different situations.

This unit will give you the knowledge and skills needed to progress to higher education courses requiring knowledge of sales and customer service, such as degrees in travel and tourism, transport, leisure, hospitality or business studies. The wide range of skills and knowledge developed in this unit will also help your career progression.

Learning aims

In this unit you will:

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

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

C Review own skills, development and performance in customer service and sales situations.

Summary of unit

Learning aim	Key content areas	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.

Content

Learning aim A: Investigate different types of tour operators, 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

- Travel agents organising own specialist tours.
- Integrated and linked brands, specialist, independent.
- Resort rep – mainstream, e.g.:
  o activity rep
  o villa
  o ski rep
  o children's rep
  o youth rep
  o concierge
  o campsite courier.
- Tour Guides.
- Fully inclusive tours, pilgrimage coach trips.

A2 General job roles and responsibilities relevant to working overseas

- Developing and maintaining effective relationships with different types of suppliers, including:
  o the local agent and associated suppliers, e.g. transport companies, hotel owners and other accommodation owners, managers and other staff, excursion providers
  o Understanding of local culture and how tourists to the area should behave in order not to cause offence.
- Pre-arrival roles and responsibilities, including:
  o using booking information to pre-empt problems, e.g. checking pre-booked facilities and special requests
  o accommodation checks for general maintenance and cleanliness
  o checking bookings with reception staff and owners.
- Roles and responsibilities during the customer holiday, including:
  o meeting customers and presenting welcome information
  o providing quick and accurate information in response to customer queries
  o resolving problems, e.g. lost passports, additional funds, curtailments.
- Dealing with complaints, e.g. effective communication with customer, note taking and forms, finding solutions, escalating or referring if needed, report writing and follow-up.
- Enhancing customer service through sales, including:
  o identifying and matching customer preferences and needs to products
  o promoting features and benefits
  o closing a sale
  o group sales and one-to-one sales.
- Contributing to a safe environment for customers, e.g. through pre-season checks, spot checks throughout the season, working with suppliers to maintain required health and safety standards.

- Recording and reporting incidents, accidents and complaints in line with organisation policy and legal requirements.
- Financial responsibilities, e.g. meeting targets, generating revenue, accounting for income and expenditure, calculating sales per head to meet targets, converting currency and calculating staff commission.

A3 Health, safety and security

- Pre-season checks, e.g. spot checks on rooms and public areas.
- Taking action to address health, safety and security issues in line with organisation policy and legal requirements.
- The importance of accurate recording and reporting of health and safety incidents in line with organisational policy and legal requirements.
- Legal responsibilities and legislation local to 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.
- The importance of links with trade associations and regulatory bodies, e.g. Federation of Tour Operations (FTO), ABTA, The Travel Association and the Civil Aviation Authority (CAA).
- Carrying out required role in emergency and crisis situations according to organisational policy and regulatory requirements, e.g. in the event of terrorist attack, fire, natural disaster, outbreaks of illness.
- Importance of meeting health, safety and security requirements and possible implications when requirements are not met, e.g. serious illness or death of customers, legal action, unfavourable media or social media coverage, loss of new and existing customers, damage to image, brand or credibility of the organisation.

A4 Roles and responsibilities relevant to specific jobs when working overseas

- Roles and responsibilities of overseas staff vary according to the specific job role, e.g.:
  o children's representative organising age-appropriate activities and managing children's behaviour
  o resort representative arranging property visits, organising welcoming meetings, selling products and services, e.g. excursions, car hire
  o ski representative organising ski passes and equipment, conducting airport transfers and organising après-ski activities
  o Pilgrimage guides ensuring sites are open and available, and the best times to avoid heat, crowds.

A5 The importance of customer service and sales to the customer experience and organisational success

Customer service and sales are an important part of working overseas and have significant potential impact on customer satisfaction, staff benefits and overall organisational success.

- Meeting and exceeding customer expectations in order to achieve high levels of customer satisfaction, customer loyalty and repeat business.
- Potential impact of customer service and sales to the image and reputation of the organisation and employees, e.g. through online feedback and review sites, media.

- Potential financial impact on the organisation, e.g. profits, share prices, additional time and cost involved in dealing with customer complaints about poor service.
- Potential impact on staff loyalty and motivation, e.g. level of staff turnover, gaining experience and knowledge, internal promotion, financial benefits.
- Potential benefits for staff of meeting targets, e.g. earn commission, secure employment, eligibility for promotional opportunities, boost morale, motivating and positive working environment.

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

B1 Customer service skills

- Positive, appropriate attitude and behaviour.
- Knowledge of the product or service.
- Personal presentation.
- Written communication that is professional and clear with correct use of spelling and grammar.
- Completion of required paperwork.
- Face-to-face communication, including verbal, tone of voice, body language, listening and questioning, showing empathy, building rapport, solving problems, handling complaints, following up situations.

B2 Effective sales skills

- Product knowledge, including features and benefits.
- Understanding the factors that can potentially influence a customer's decision to purchase or not to purchase, e.g. perception of reliability of the product or service, value for money, credibility of the organisation and customer service staff.
- Knowing your customer in order to identify preferences and needs, e.g. through listening and effective use of questions.
- Matching products and services to customer preferences and needs.
- Overcoming objections, closing the sale and upselling.

B3 Documentation

- Customer service paperwork, e.g. customer service report, accident and incident reports, curtailment and repatriation reports.
- Financial paperwork, e.g. excursion tickets, financial summary of income and expenditure.

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

C1 Reflection and review of own performance

- Review of role-play activities.
- Individual appraisal of own role in delivery of effective customer service and sales skills.
- Review of communication skills.
- Review of ability to deal with complaints effectively.

- Review of own performance in the process of securing a sale.
- Assessment of how the skills acquired support the development of employability skills for working overseas or in other sectors of the travel and tourism industry.
- Action plan to highlight how to address weaknesses and skills development, including:
    o self-evaluation
    o use of feedback from relevant sources, e.g. peer observation, videos, teacher observation or witness sheets
    o suggestions on how to address any weaknesses in skill set.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate different types of tour operators and agents, job roles and responsibilities involved in working overseas		
A.P1 Examine the staffing differences between two different types of tour operators or agents working overseas. **A.P2** Explain how the roles and responsibilities of overseas staff potentially impacts on health, safety and security overseas. **A.P3** Explain how the roles and responsibilities of overseas staff contribute to successful customer service and sales.	**A.M1** Analyse the importance of the roles and responsibilities of overseas staff in relation to health, safety, security, customer service and sales.	**A.D1** Evaluate the importance of the roles and responsibilities of overseas staff in ensuring a positive customer experience and overall organisational success.
Learning aim B: Demonstrate effective customer service and sales skills required to work overseas		**B.D2** Demonstrate individual responsibility and effective self-management in successfully resolving a customer complaint and successfully closing a sale, completing the associated documentation to a professional standard.
B.P4 Demonstrate competent customer service skills in resolving a customer complaint, selling an excursion, product or service and completing associated documentation.	**B.M2** Confidently and efficiently resolve a customer complaint and successfully close a sale, completing the associated documentation to a professional standard.	
Learning aim C: Review own skills, development and performance in customer service and sales situations		**C.D3** Evaluate your ability to successfully resolve a customer complaint and close a sale, and how your skills development will contribute to your success in the travel and tourism industry.
C.P5 Use feedback to review your ability to successfully resolve a customer complaint and close a sale. **C.P6** Produce a personal skills development plan to support the development of your customer service and sales skills.	**C.M3** Analyse your ability to successfully resolve a customer complaint and close a sale and the importance of the personal skills development plan.	

Essential information for assignments

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

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

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

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

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:
- a range of current information from travel and tourism overseas operators such as websites and printed resources
- appropriate role-play resources/facilities/opportunities and feedback.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will show both depth and breadth of understanding of the differences between two different types of tour operators or agents working overseas in terms of staffing structures. They will thoroughly and accurately consider all key factors relating to differences in staffing arrangements. Learners will give a comprehensive evaluation of the contribution that overseas staff make to ensure the overall success of the customer experience and the success of travel organisations. Learners must use additional information such as reviews or data to support the evaluation. They will focus on roles and responsibilities that overseas staff have in enhancing the customer experience by proactively seeking to prevent problems, resolving situations and exceeding customer expectations, giving valid examples of how the staff do this. Relevant health, safety and security factors will be comprehensively considered and linked to staff roles and responsibilities. The potential consequences of poor standards of customer care will also be thoroughly considered. Learners will draw justified conclusions in evaluating how overseas staff contribute to the overall image and financial success of the organisation. The evidence will demonstrate high-quality written/oral communication.

For merit standard, learners will clearly analyse the key differences between two different types of tour operators or agents working overseas in terms of staffing structures, showing breadth of understanding. Learners will produce a clear, generally relevant analysis of the importance of overseas staff in relation to health, safety, security, sales and customer service. The discussion will be balanced and supported by clear examples. The examples given will show that learners understand the scope of the roles and responsibilities of overseas staff in relation to these areas. The evidence will demonstrate good-quality written or oral communication.

For pass standard, learners will examine the differences between two different types of tour operators working overseas in terms of staffing structures. Learners will make realistic, appropriate references to the key differences in staffing arrangements between the different types of tour operators but the explanation of the differences might be limited in scope.

Learners will explain the roles and responsibilities of overseas staff and include information regarding health, safety and security of customers linked to relevant legislation and trade organisations. They will give a basic but generally correct explanation of how the roles and responsibilities of overseas staff contribute to customer service and sales in travel and tourism. Learners will give realistic examples of specific tour operators and job types to support their explanations. Learners' explanations will be generally appropriate but the evidence may be superficial or supported by limited use of examples or reasons.

Learning aim B

In order to achieve the assessment criteria for this learning aim, learners must participate in **two** role-play scenarios. One role play will involve learners acting as an overseas tour operator or agent representative dealing with a customer complaint. The other role play will involve learners carrying out a one-to-one sale of a product or service specific to an overseas situation, for example an excursion.

For distinction standard, learners will deal confidently and effectively with a customer complaint and the sale of a product or service (such as an excursion) to successfully close the sale. They will demonstrate their customer service and sales skills, as listed in the unit content, in a highly effective manner, taking responsibility for finding a solution and influencing the customer's perception of the situation. They will show initiative and creativity in solving customer problems. Learners will complete the role-play scenarios and the associated paperwork to a professional standard, demonstrating individual responsibility and effective self-management when meticulously completing all required paperwork.

For merit standard, learners will deal confidently and efficiently with a customer complaint, addressing any issues relating to customer behaviour or attitude in an appropriate way. Learners will deal efficiently with the sale of a product or service (such as an excursion), applying relevant skills and knowledge to successfully close the sale. They will demonstrate the customer service and sales skills, as listed in the unit content, in an entirely appropriate manner and complete the associated paperwork to a professional standard.

For pass standard, learners will deal competently with a customer complaint and sell a product or service (such as an excursion) in an appropriate manner. They will complete all associated paperwork in line with given requirements, although some minor issues might persist. Learners will deal with the customer complaint in a positive manner and follow appropriate procedures but may not demonstrate a full understanding of all aspects of the customer's complaint. There will be no crucial omissions in the customer service skills and sales skills evidenced by learners but the application of these skills might be superficial, limited in scope or show lack of initiative.

Learning aim C

In order to achieve the assessment criteria for this learning aim, learners must use appropriate feedback such as teacher observation/witness statements, peer-observation statements and videos to consider their own performance in the role-play scenarios.

For distinction standard, learners will use appropriate feedback to evaluate their own performance in the role-play scenarios. They make critical observations on their own performance based on the feedback given by others and, where possible, by watching the video of their performance. They will use this feedback to justify the extent to which relevant skills, such as their behaviour and communication skills, were effective in resolving the complaint and closing the sale. Learners will consider how their constructive, personal action plan could be used to develop skills in preparation for study or employment plans in the travel and tourism industry. They will provide a comprehensive evaluation of how skills development will support their success, providing robust, specific examples to support their conclusions.

Learners will articulate their views concisely and fluently and evaluate relevant concepts, ideas and actions in order to reach reasoned and valid conclusions.

For merit standard, learners will use appropriate feedback to analyse their own performance in the role-play scenarios. Learners will complete a self-evaluation to analyse their ability to successfully resolve a customer complaint and effectively close a sale. They will analyse the significance of the action plan in contributing to the development of skills and links to progression. The evidence will show a clear, accurate analysis that is supported by well-documented evidence.

For pass standard, learners will use appropriate feedback to reflect on their own performance in the role-play scenarios. Learners will produce a realistic review of their strengths and weaknesses. The self-assessment must be linked specifically to what learners did or did not do to resolve the customer complaint and to close the sale of the excursion. Learners' reviews may be unbalanced or contain some inaccuracies.

Based on the outcome of the feedback and personal review, learners will produce an appropriate action plan for the development of their own customer service and sales skills. The plan will be realistic but it may be superficial or limited in parts.

Links to other units

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.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers
- work experience
- own organisation's materials as exemplars
- support from local travel and tourism staff as mentors.

Opportunities to develop transferable employability skills

Mathematical skills through data analysis.

Written communication through report and presentation writing.

Oral communication skills through role plays.

Problem-solving skills through resolving complaint situation.

Unit 13: Work Experience in Travel and Tourism

Level: **3**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners study the benefits of work experience in a travel and tourism organisation. They complete 40 hours of appropriate work experience, reflecting on the knowledge and skills they have developed.

Unit introduction

Work-related learning opens your eyes to a range of opportunities in the travel and tourism industry. It gives you first-hand practical experience and the chance to see what a variety of jobs are really like, including some you may never have considered. It will give you a means of documenting practical experience, planning for personal and professional development and reflecting on your own skills.

In this unit, you will learn about different types of work-related learning and their benefits. You will learn what information you need before starting the placement, and how the placement can help you develop key competencies needed for progression to further study or future employability such as self-management, teamwork, problem-solving and communication skills. You will research and take on relevant work experience and evaluate your performance using a reflective journal.

A record of your work experience and the knowledge and skills you have developed, will support your progression to higher education study and courses. Work experience is also highly valued by employers for a variety of careers in travel and tourism and in other industries, as they are looking to recruit those who have some knowledge of the world of work.

Learning aims

In this unit you will:

A Investigate opportunities for work-related learning in the travel and tourism industry

B Carry out work experience in an appropriate and safe manner

C Reflect on work experience undertaken and its influence on own personal and professional development.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate opportunities for work-related learning in the travel and tourism industry	**A1** Work-related learning **A2** Outcomes and benefits of work experience **A3** Planning for work experience	A resource portfolio, including details of research into potential work experience opportunities and an evaluation of the benefits of preparing for and carrying out work experience.
B Carry out work experience in an appropriate and safe manner	**B1** Induction **B2** Role and tasks **B3** Working safely	Observation of learners on work experience carrying out tasks and activities and interacting with service users and staff, evidenced by observation report signed by assessor. A diary/journal/log/online blog and portfolio will cover tasks carried out, the amount of time spent on work experience and refer to any relevant health and safety matters.
C Reflect on work experience undertaken and its influence on own personal and professional development	**C1** Learning from work experience **C2** Using feedback and setting goals	Reflection and production of a personal/professional development portfolio (PDP), evaluating significance of own work experience in supporting career development.

Content

Learning aim A: Investigate opportunities for work-related learning in the travel and tourism industry

A1 Work-related learning (a minimum of 40 hours in total is required)

- Work experience opportunities/work placement: a period of work experience arranged with an employer in the travel and tourism industry. Examples of work placement:
  o travel services
  o conferences, exhibitions and events
  o visitor attractions
  o passenger transport companies
  o hotels, accommodation and hospitality.
- Voluntary work – any type of work carried out for no payment.
- Part-time work – paid or unpaid work.
- Full-time work – paid or unpaid work.
- Seasonal and shift work.

A2 Outcomes and benefits of work experience

- Clarifying short-term and long-term career goals.
- Gaining insight into the way travel and tourism organisations operate and the challenges they face.
- Increasing experience, skills and knowledge:
  o sector-specific skills
  o transferable employability skills and personal skills.
- Networking, building contacts and building reputation.
- Understanding a particular job or range of jobs in the travel and tourism industry.
- Gaining referees.
- Attending in-house training courses.

A3 Planning for work experience

- Opportunities for work experience.
- Personal SWOT (Strengths, Weaknesses, Opportunities, Threats) or skills inventory to assist in identifying opportunities that are most likely to support career or study goals.
- Gaining information about the organisation, e.g. company leaflets, brochures, website, apps, learners who have previously been on a work placement at the same organisation, staff from the organisation, conversation or correspondence with the organisation.
- Key information and expectations, e.g. hours of work, absence procedures, logging absence with school or college, dress code, following operational policies and procedures of the workplace, working alone or as part of a team, using initiative, working within limitations of own role, practical considerations such as criminal record checks, health and safety information, staff visits, considerations relating to the type of location such as indoor, outdoor or across multiple sites.

- Setting personal aims and objectives or SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets for work experience.
- Preparing for an interview or initial meeting.
- Application process.

Learning aim B: Carry out work experience in an appropriate and safe manner

B1 Induction

- Information about the organisation, e.g. structure, features, aims, key roles, key contacts and team members.
- Work experience roles, e.g. expectations, limits of own responsibility, specific duties, referral and/or seeking the help of others, following policies and procedures.
- Health, safety and security responsibilities and procedures, e.g. evacuation procedures, first-aid procedures, reporting hazards.
- Reporting absence and late arrival.
- Respecting diversity, equality and dignity in the workplace.
- Confidentiality.
- Shadowing and observations.

B2 Role and tasks

- Carrying out activities and tasks within the extent and limit of own role and responsibilities.
- Carrying out activities to meet objectives or goals.
- Understanding how the role will develop key competencies needed for employability, e.g. teamwork, problem-solving and communication skills.
- Understanding the importance of supervision of work activities and tasks and of following instructions.
- Communicating with others.
- Self-management.

B3 Working safely

- Understanding that both employers and staff have responsibilities relating to health and safety in the workplace.
- Identifying potential risks and hazards, e.g. slipping on wet floor, tripping over trailing wires, operating machinery, working with technology, using social media, loud noise resulting in hearing loss.
- Personal safe conduct, e.g. applying organisational procedures, following and upholding health and safety rules, safe lifting, applying guidelines from training manual, following dress codes, personal safety equipment, DSE (display screen equipment) breaks, following advice about ergonomics.

Learning aim C: Reflect on work experience undertaken and its influence on own personal and professional development

C1 Learning from work experience

- Reflection on knowledge gained, e.g. including knowledge of new vocational area or area of interest, confirming whether or not to work in travel and tourism, finding further information about a particular career, sector or organisation.

- Reflection on personal skills, e.g. communication, problem solving, self-confidence, resilience, assertiveness, flexibility, positive approach.

- Reflection on work skills, including IT, teamwork, note taking, attendance, punctuality, telephone manner, business and customer awareness, handling enquiries and complaints.

- Reflection on experiences gained, including:
  o identifying what went well and what could be improved
  o challenges faced
  o problems arising and how these were overcome or resolved.

C2 Using feedback and setting goals

- Feedback from teachers, supervisors, mentors and peers, e.g. identifying areas of positive and constructive feedback, highlighting areas for improvement.

- Assessment of own skills, e.g. use of SWOT analysis.

- Using work experience to assist in setting goals for personal and professional development, e.g. short-term, long-term, personal and work-related goals, skills development, qualifications targeted.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate opportunities for work-related learning in the travel and tourism industry		
A.P1 Compare three realistic opportunities for work experience in the travel and tourism industry and how each can support preparation for the workplace. **A.P2** Explain the preparation for a selected work experience opportunity.	**A.M1** Analyse the benefits of work experience and how it can contribute to gaining a realistic understanding of opportunities in the travel and tourism industry.	**A.D1** Evaluate how preparing for work experience can support an understanding of the workplace and appropriate career opportunities.
Learning aim B: Carry out work experience in an appropriate and safe manner		**B.D2** Demonstrate work-related skills proficiently, taking the initiative to carry out activities according to own responsibilities and the setting's procedures and selecting appropriate skills for different situations
B.P3 Demonstrate work-related skills to meet set objectives for work experience tasks. **B.P4** Produce a logbook to record the tasks and activities carried out in the workplace to meet set objectives.	**B.M2** Demonstrate work-related skills with confidence and proficiency to meet objectives in different situations.	
Learning aim C: Reflect on work experience undertaken and its influence on own personal and professional development		
C.P5 Review own strengths and areas for development in work experience. **C.P6** Identify improvements to be made to own personal and professional skills in response to feedback from work experience.	**C.M3** Assess own performance during work experience, making recommendations for personal and professional development.	**C.D3** Evaluate own work experience, drawing reasoned conclusions as to how it can support a career.

Essential information for assignments

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

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

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

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a 40-hour equivalent work experience placement in a travel and tourism setting.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will carry out in-depth research and offer well-selected evidence regarding appropriate work experience opportunities. Learners will produce a fully supported evaluation of the benefits of work experience. The evidence will show valid judgements about the benefits of preparation for a selected work experience placement.

For Merit standard, learners will carry out comprehensive research to provide a clear, balanced analysis of the benefits of work experience and how it can support them in gaining a realistic understanding of opportunities in travel and tourism.

For Pass standard, learners will carry out research to provide a sufficient basis for an appropriate comparison of relevant work experience opportunities. Learners will explain how they prepared for a selected work experience opportunity. The evidence will be realistic but may be superficial in parts or may be supported by limited use of examples or reasons.

Learning aim B

Learners will participate in work experience in an appropriate and safe manner. They will create and maintain structured records of their work experience that will allow them to reflect on opportunities to develop their own skills and gain feedback on their performance from others for learning aim C.

For Distinction standard, learners will select appropriate skills and behaviours in relation to the work situation and desired outcomes, showing that they have developed their skills to achieve increased quality of outcomes while on placement. For example, they must communicate professionally, using appropriate methods for their audience, to achieve desired outcomes. Learners will make valid judgements about risks and limitations of practices and processes used in relation to desired outcomes.

Learners must show initiative while acting within expected constraints and assess their contribution to work-related tasks, activities or observations. They must justify any decisions taken related to their work situation. They must manage themselves successfully to prioritise activities, monitoring their own progress and responding to feedback or suggestions from others.

They must engage actively with others and use their own initiative to gain feedback and to create opportunities for personal improvement.

For Merit standard, learners will act within given work-related contexts to show required attributes and use appropriate skills and behaviours with increased confidence and proficiency to meet set objectives. Learners will adapt their skills and knowledge to suit different situations and to deal with contingencies. For example, they must select and use appropriate communication methods to suit particular audiences, such as interacting with different staff or contributing to a team meeting. They must manage their time to prioritise activities and progress towards required outcomes.

For Pass standard, learners will carry out tasks and activities fully, correctly and safely to achieve required outcomes. Learners must select appropriate skills or behaviours in defined situations and review the success of these skills and behaviours in relation to work experience tasks and activities. They must identify the responsibilities of staff in the setting and relate this knowledge to occupational roles and organisational structures. They must communicate in a variety of ways, using appropriate vocational language and respond to communication from others. They must manage their own time effectively to carry out work activities and manage outcomes.

Learners will use their log to record their role in the work experience, showing an appropriate understanding of the expectations and limitations related to the role. Learners will give a realistic explanation of the tasks and activities carried out to meet agreed objectives or goals. The evidence will make appropriate references to the goal or objectives of the tasks and activities but these might be superficial in parts.

Learning aim C

For Distinction standard, learners will produce an in-depth, convincing reflection on their work experience and its benefits for their career. Learners will come to a reasoned conclusion, supported by relevant evidence and feedback from others, as to their strengths and weaknesses and reflect on opportunities for improvement. The evidence will demonstrate high-quality written/oral communication through the use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners will reflect on and accurately assess the workplace skills they have been shown and, listening to feedback from others, the skills they will need in the workplace. Learners will clearly support their assessment using tools such as the SWOT analysis. The evidence will make use of appropriate terminology and demonstrate good-quality written or oral communication.

For Pass standard, learners will show an appropriate and realistic understanding of the personal and professional skills needed in the workplace. Learners will consider the feedback gained to suggest goals for improvement but the review may be unbalanced or limited in scope.

Links to other units

This unit links to all other units in the specification.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers
- work experience
- own organisation's materials as exemplars
- support from local travel and tourism staff as mentors.

Opportunities to develop transferable employability skills

Team working.

Unit 14: The Cruise Industry

Level: **3**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners will investigate the development of the cruise industry, its appeal to customers, associated career opportunities and the industry's potential economic, social and environmental impacts.

Unit introduction

In this unit, you will examine the dynamic nature of the cruise industry and the factors influencing its popularity, growth and associated employment opportunities.

You will explore the different ways cruises can appeal to a wide range of customers and their diverse needs. You will explore itineraries, cruise areas and on-board and on-shore products and services that contribute to the overall customer experience. You will investigate the potential opportunities and challenges as well as the advantages and disadvantages of the cruise industry to identify the positive and negative economic, social and environmental impacts of the industry.

This unit will support your progression to higher education, such as degrees in travel and tourism, leisure, hospitality or business studies. The wide range of skills and knowledge developed in this unit will also help your career progression.

Learning aims

In this unit you will:

A Examine the development of the cruise industry and associated employment opportunities

B Explore cruise areas, itineraries and experiences available to meet customer needs

C Investigate the potential economic, social and environmental impacts of the cruise industry.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine the development of the cruise industry and associated employment opportunities	**A1** Development and growth of the cruise industry **A2** Key features of the 21st-century cruise industry **A3** Employment opportunities in the cruise industry	A resource portfolio focusing on the development, growth and features of the cruise industry and identification of opportunities for employment in this sector.
B Explore cruise areas, itineraries and experiences available to meet customer needs	**B1** Cruise itineraries **B2** Products and on-board facilities **B3** The customer's cruise experience	A report or presentation on selected cruise itineraries to meet the needs of contrasting customer types.
C Investigate the potential economic, social and environmental impacts of the cruise industry	**C1** Ship-related potential impacts **C2** Shore-related potential impacts	A presentation or report on the potential economic, social and environmental impact of the cruise industry in a ship-related and a shore-related context.

Content

Learning aim A: Examine the development of the cruise industry and associated employment opportunities

A1 Development and growth of the cruise industry

- Overview of the industry from the late 20th century (1970s, 1980s 1990s), including origins, routes, customers, main companies, facilities.
- Key factors that have driven the growth and development of the cruise industry, for example:
  - social trends, e.g. amount of paid holiday available in different countries, cost and convenience for customers, changing demographics, changing demand
  - increasing demand in established cruise areas and development of new cruise regions
  - environmental concerns, e.g. fuel efficiencies, sustainable tourism
  - different types of ships, mergers and takeovers.
- Scale and scope of the current cruise industry, e.g. growth statistics, turnover, customer numbers, profit, growth prospects, seasonal variation in demand.

A2 Key features of the 21st-century cruise industry

- Current cruise operators, including well-established companies, new companies, merged companies.
- Links with other travel and tourism sectors, including transport, specialist web-based cruise agents.
- Key customer markets and associated customer needs, e.g. families, solo travellers, retired, couples, young adults, special interest groups, special occasion, groups of different ages, lifestyles, social group, budget, premium.
- Role of regulatory bodies, including the International Maritime Organisation (IMO).
- International Council of Cruise Lines (ICCL), Cruise Lines International Association (CLIA).
- Features of ships, including size, tonnage, cost, crew, type of vessel, deck plans, design.
- New marketing technology, e.g. use of social media, website and other forms of online promotion, online booking.

A3 Employment opportunities in the cruise industry

- On-board job opportunities, e.g. purser, entertainer, cabin steward, helmsman, hairdressing and beauty.
- On-shore job opportunities, e.g. embarkation staff, tour guides, excursion agents.
- Differences between working environment on-board and on-shore.
- Features of the working environment on-board, e.g. shift work, types of contract, on-board accommodation, terms and conditions of employment, benefits and incentives.
- Entry requirements and progression opportunities, e.g. qualifications, experience, skills, training, languages.

Learning aim B: Explore cruise areas, itineraries and experiences available to meet customer needs

B1 Cruise itineraries

- Types of cruise, e.g. fly cruise, around-the-world cruise, mini cruise, river cruise, luxury cruise, special interest cruise, transatlantic cruise, tall ship, all-inclusive, formal and informal.
- Cruise areas North America, Central America and the Caribbean, South America, Europe, Middle East, Africa, Asia, Australia, Oceania – including western and eastern Caribbean, western and eastern Mediterranean, Scandinavia, Baltic Sea, Alaska, Antarctica, Far East, UK, Canaries, Panama, Nile, Black Sea.
- Emerging destinations, cruise itineraries versus cruise destinations.
- Features specific to cruise itineraries: embarkation point, climate at ports, special themes, days at sea, visits to destinations, passenger crew ratio (PCR), passenger space ratio (PSR), entertainment.
- How different itineraries meet the needs of different customer types.

B2 Products and on-board facilities

- Range of facilities, e.g. restaurants (serviced, self-service, surcharge), sports facilities, children's areas, spas, shops, deck areas, internet access, laundry, medical centre, reception, events programme, marriage at sea, guest speakers, entertainment.
- Accommodation range, e.g. standard inside staterooms, superior outside staterooms, with balconies, suites, family rooms.
- On-board innovations, e.g. virtual balcony, amusement parks, climbing wall, interactive screens, radio frequency technology (RFID) for key cards/payment options.
- Products designed to expand market, e.g. mini cruises, themed cruises, cruise and stay, family-friendly.
- Shore excursions, e.g. booking desk service, pre-booking online prior to travel, hop on hop off 'HoHo' bus at ports.
- How products and facilities meet the needs of different customer types.

B3 The customer's cruise experience

- Booking experience, e.g. specialist travel agent, website's ease of use, payment methods, payment instalments, information provided, on-board sales desk, quality of promotional materials.
- Customer needs on-board, including catering, accommodation, entertainment, access for passengers with disabilities, age-appropriate facilities (e.g. children's facilities and adult-only facilities).
- Meeting specific customer interests, e.g. fitness, hobbies, sports, dancing, science, music.
- Social aspects of the customer's on-board experience, e.g. etiquette, tipping, social factors (formal, informal, freestyle, high cost, low cost).
- Post-cruise experience, including handling complaints, satisfaction surveys, repeat custom.
- How cruise experiences meet the needs of different customer types.

- Customer satisfaction research to measure the on-board and post cruise experience, e.g. surveys, observations, feedback sheets, complaint management.
- Potential impact of customer satisfaction and dissatisfaction, including financial costs (profits, refunds), reputation, media coverage, passenger numbers, feedback and review sites, complaints procedure, compensation.

Learning aim C: Investigate the potential economic, social and environmental impacts of the cruise industry

The potential impacts of the cruise industry may be considered from different points of view in terms of their potential to be positive or negative. Many impacts may have associated legal or ethical considerations. Potential impacts may vary, depending on a number of factors, such as the size of the cruise ship, the ports of call and gateway ports visited and the destinations involved.

C1 Ship-related potential impacts

- Economic, e.g.:
  o employment opportunities
  o on-board spending by cruise passengers and crew
  o purchase of essential goods and services for cruise operations such as fuel, food
  o provision of equipment, maintenance, safety and security
  o route logistics – ensuring ship takes most cost-effective route in terms of distance/port fees, competition.
- Social, e.g.:
  o equality of access to passenger facilities and services
  o safety and security, e.g. safety risks associated with tendering, security threats
  o on-board safety, illness on-board, ensuring adequate insurance suitable for the cruise holiday experience
  o potential impact of working conditions on crew.
- Environmental, e.g.:
  o sea and air pollution
  o managing fuel consumption in relation to tender at port, route taken, weight of ship
  o carbon footprint and waste management, e.g. passengers flying to departure port, linen laundering, food waste, effluent, sourcing of food, beverage and other essential items.

C2 Shore-related potential impacts

- Economic, e.g.:
  o income generated by port services and spending by cruise passengers and crew
  o secondary employment opportunities, e.g. in supply industries
  o opportunities to develop emerging markets in different countries
  o implications of variations in seasonal demand, large numbers of passengers not disembarking, multiple ships being in port at one time or when a ship skips port
  o expansion of infrastructure, facilities and services such as tender facilities, transport, retail outlets, policing.

- Social, e.g.:
  - infrastructure development
  - effect on local traditions and quality of life
  - safety at ports
  - training and certification of those involved in cruise-related employment on shore
  - potential impact of online review and feedback sites on local residents at destination.
- Environmental, e.g.:
  - managing increased visitor numbers
  - multiple ships in port at one time
  - seasonal nature of some cruises, use of 'shore power' when docked
  - developing sustainable aims relating to air, land and sea pollution.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the development of the cruise industry and associated employment opportunities		**A.D1** Evaluate the development and growth of the cruise industry, including different employment opportunities available.
A.P1 Explain the development and growth of the cruise industry. **A.P2** Explain different employment opportunities in the cruise industry.	**A.M1** Analyse the development and growth of the cruise industry, including different employment opportunities available.	
Learning aim B: Explore cruise areas, itineraries and experiences available to meet customer needs		**B.D2** Select a cruise itinerary for two contrasting customer types, evaluating the effectiveness of each itinerary in meeting the needs of each customer type.
B.P3 For two contrasting customer types, select an appropriate cruise itinerary to meet the needs of each customer. **B.P4** Explain how the suggested cruise itineraries meet the needs of the two different customer types.	**B.M2** Select a cruise itinerary for two contrasting customer types, analysing the ways in which each itinerary meets the customer needs.	
Learning aim C: Investigate the potential economic, social and environmental impacts of the cruise industry		**C.D3** Evaluate the significance of potential economic, social and environmental impacts in both ship-related and shore-related contexts.
C.P5 Explain the potential economic, social and environmental impacts of the cruise industry, in a ship-related context. **C.P6** Explain the potential economic, social and environmental impacts of the cruise industry in a shore-related context.	**C.M3** Analyse the potential economic, social and environmental impacts of the cruise industry, in both ship-related and shore –related contexts.	

Essential information for assignments

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

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

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

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- a range of up-to-date publications, websites and research material to gain information about the cruise industry
- maps to enable them to explore cruise regions around the world.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will draw on varied information about the change in the cruise industry from the 1970s to the present date, considering the interrelationships between key factors that have driven its growth and development.

Learners will comprehensively consider the advantages and disadvantages of on-board and on-shore employment in the cruise industry and the differences between on-board and on-shore roles. Learners' evaluation will make consistently insightful references to at least one on-board and one on-shore role, including the prospect of progression in these roles. The evaluation will lead to a supported judgement showing valid, contextualised links between the development, growth, current features and employment opportunities in the cruise industry.

For Merit standard, learners will give a methodical and detailed examination of information about the changes in the cruise industry from the 1970s to the present date, making relevant connections to key areas that have influenced its growth and development and the key features of the industry at present.

Learners will show clear, detailed consideration of on-board and on-shore employment in the cruise industry, including the differences between on-board and on-shore roles. They will make clear, mostly relevant references to at least one on-board role and one-shore role.

For Pass standard, learners will give appropriate reasons to support a view on the change in the cruise industry from the 1970s to the present date, important factors that have influenced its growth and development and the key features of the industry at present.

Learners will show that they comprehend the origins and functions of on-board and on-shore employment in the cruise industry. In exploring the differences between the on-board and on-shore working environments, learners will make appropriate references to at least one on-board role and one on-shore role.

Learning aim B

To satisfy the evidence requirements for this learning aim, learners will study **two** contrasting customer profiles. They will research available cruise packages and recommend one suggested cruise for each customer profile. The cruise packages suggested by learners must be of different time durations. If, for example, a learner recommends a cruise of 10 nights' duration for one customer profile, they must recommend a cruise of a different length for the other customer profile. Teachers should ensure that learners use sufficiently contrasting customer profiles in order to provide appropriate scope to enable them to complete the assessments fully.

For Distinction standard, learners will carry out research to select and recommend a cruise for each customer profile. They will draw effectively and selectively on their research to select cruise options that comprehensively meet the needs of the two contrasting customer types. Learners will give consideration as to whether the customer's requirements could be exceeded. They will refer to a variety of relevant factors in considering the extent to which each recommended cruise meets the need of the customer type, making effective judgements about the relative importance of different factors in meeting customer needs. They will provide consistently valid reasons to support accurate conclusions in relation to the advantages and disadvantages of the itinerary, products, on-board facilities and overall cruise experience for each customer profile.

For Merit standard, learners will carry out research to select and recommend a cruise for each customer profile. They will select cruise options that effectively meet the needs of the two contrasting customer types. Learners will present an objective, critical analysis of ways in which their recommended cruises meet customer needs, substantiated by references to relevant examples. They will make reasoned analytical judgements involving detailed discussion of the itinerary, products, on-board facilities and overall cruise experience for each customer profile.

For Pass standard, learners will carry out research to select and recommend a cruise for each customer profile. They will select cruise options that adequately meet the needs of the two contrasting customer types. Learners will give clear details and generally appropriate reasons or explanations to support a view on how the recommended cruises meet customer needs. They will show a realistic understanding of the suitability of the itinerary, products, on-board facilities and overall cruise experience for each customer profile.

Learning aim C

For Distinction standard, learners will draw selectively on varied information to support an opinion on the relative significance of positive and negative impacts of the cruise industry. Learners' evaluations will show comprehensive coverage of economic, social and environmental impacts in both an on-board and on-shore context. They will make consistently effective judgements about the relative importance of different impacts, drawing accurately on the results of their research to show understanding of both specific and wider impacts and justify their conclusions.

For Merit standard, learners will present the outcome of methodical and detailed examination of information to interpret key aspects, interrelationships and consequences regarding the positive and negative on-board and on-shore impacts of the cruise industry. They will present an objective, critical analysis of economic, social and environmental impacts in both an on-board and on-shore context, substantiated by references to relevant examples. Learners will make reasoned analytical judgements involving comparison, discussion or justification of various impacts in their analysis.

For Pass standard, learners will give clear details and generally correct reasons or explanations to support a view regarding the on-board and on-shore impacts of the cruise industry. They will make appropriate references to both positive and negative impacts in both contexts. Learners will show a realistic understanding of the origins and results of a range of economic, social and environmental impacts with some references to appropriate examples.

Links to other units

This unit links with all other units in the specification.

Employer involvement

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

- guest speakers
- work experience
- own travel and tourism materials as exemplars
- support from local organisation staff as mentors.

Opportunities to develop transferable employability skills

Collaborative skills when selecting cruise itinerary to meet the needs of different customer types.

Analytical skills through examining the development and growth of the cruise industry and the different employment opportunities.

Unit 15: Recruitment and Selection in Travel and Tourism

Level: **3**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners explore the recruitment and selection process in the travel and tourism industry, take part in interviews and reflect on own performance to inform future career opportunities.

Unit introduction

Recruiting the right people is essential to the success of the travel and tourism industry. It is also vital that the processes and procedures involved in recruitment and selection meet the needs of the industry and comply with current regulations. When an effective recruitment process is in place, this is more likely to lead to successful appointments, which in turn supports organisational success.

In this unit, you will look at the use of a recruitment process that is ethical and legal. You will explore recruitment and selection tools, including the enhanced use of technology in the selection process. Through role-play in this unit, you will participate in recruitment and selection activities, taking the roles of interviewer and interviewee. You will also develop, apply and reflect on knowledge and skills in a realistic situation and create a personal skills development plan.

This unit will support your progression to higher education, to undertake degrees such as travel and tourism, leisure, hospitality or business studies. Through the completion of recruitment activities in this unit, you will develop skills that can be applied to interview situations in a higher education context or in a work-related context.

Learning aims

In this unit you will:

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

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

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

Summary of unit

Learning aim	Key content areas	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.
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	A reflective log evaluating own performance in recruitment and selection activities, including recommendations for own development in a travel and tourism related context.

Content

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

A1 Recruitment of staff

- Workforce planning and reasons for recruiting new staff, e.g.:
    o growth of the organisation – locally, nationally, globally
    o changing job roles
    o systems change
    o filling new vacancies created by more space or product development
    o vacancies caused by leavers/turnover of staff or seasonal contracts
    o internal promotions
    o talent spotting.
- Use of jobcentres and agencies, internal advertisements versus external advertisements, online recruitment and traditional methods.
- How the recruitment process links to organisational success.
- How a professional recruitment process leads to efficient staff integration.

A2 Recruitment and selection process

- Recruitment process: the purpose of the documents for internal and external recruitment:
    o job advertisement – placing of the advertisement, internal/external, journal/website/social media
    o job analysis
    o job description – the content of the tasks and responsibilities of the job
    o person-specification to determine the essential and desirable skills the position requires
    o CV versus application forms
    o letter of application
    o online recruitment and how the application process can be quicker and more cost-effective when using appropriate technology
    o speculative applications from potential employees.
- Selection, e.g. assessment centres and psychometric testing, group/team activity interviews (e.g. by telephone, face-to-face, Skype, group and panel), presentations in interviews, short tests at interviews:
    o interview protocol, type of selection and how it contributes to the process – advantages and disadvantages
    o initial selection processes with telephone screening interviews or short, online tests
    o use of technology in the process – online applications, uploaded CVs and videos or use of postal applications
    o communication with prospective employees – whether the channels are easy to access, whether the process can be monitored
    o quality of the process and the documents
    o different processes are appropriate for different roles in an organisation
    o linking the process to efficiency and organisational success.

A3 Ethical and legal considerations in the recruitment process

- Legal and ethical considerations applicable to the equivalent legislation in local/own country.
- Why recruitment processes have to be ethical and adhere to equal opportunities legislation.
- Ethical considerations include:
  o being honest in an advertisement
  o maintaining confidentiality
  o ensuring the same questions are asked to all applicants in an interview
  o using the same criteria to evaluate all applicants
  o disclosure if family or friends work for the same organisation.
- Following current equal opportunities legislation with regard to gender, age, race, disability, sexual orientation, gender reassignment, religion or belief, marriage and civil partnership, pregnancy and maternity, and minimum wage.
- Current equal opportunities legislation and potential impact on the recruitment process, including awareness that problems might arise if current law is not adhered to fully in this area.
- Current right-to-work legislation, document checks.

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

B1 Job applications

Selection of a travel and tourism related job-role and preparation of all the relevant documents relating to recruitment:

- job advertisement, giving suitable examples of where it could be placed
- job analysis
- job description
- person specification
- application form
- personal CV
- letter of application.

B2 Taking part in interviews and using interview documents

- Communication skills required for interview situations: body language and listening skills, professional approaches, professional language, skills and attitudes of interviewer and interviewee, role play, dress, manner and tone when asking or answering interview questions.
- Key aspects of the interviewer's role:
  o designing and using interview questions
  o designing and using the interviewer's forms, e.g. feedback form
  o reviewing applications from interviewees.
- Key aspects of the interviewee's role:
  o submitting application to interviewer(s)
  o preparing interview notes and questions to ask about the job role and/or employing organisation.

- Demonstration of a work-related competence (interviewing and being interviewed) and analysis of the success of the activity, for example:
    o if the correct interview questions were asked to achieve the desired outcome
    o if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information
    o compliance with equal opportunities legislation.
- Evaluation of documents produced for the process to establish whether the documents:
    o supported a fair process for all parties involved
    o were prepared in a way that enabled selection of the most suitable candidate
    o helped the interviewee prepare effectively for the interview
    o enabled candidates to demonstrate their skills effectively (in particular, whether the interview process documents and interview questions were effective in this regard)
    o could have been improved.

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

C1 Reviewing personal performance

- Individual appraisal of own roles in being interviewed and interviewing.
- Review of communication skills.
- Evaluating own performance and how prepared documents supported the interview activities.
- Gathering impartial feedback on interview activities.

C2 Using feedback and action planning

- Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis on individual performance in the role-play activities.
- Identifying areas of positive and constructive feedback.
- Highlighting areas for improvement.
- Reflecting on own personal and professional development in a travel and tourism context.
- Creating an action plan for future personal and professional development.
- Setting Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals and success criteria for development and work.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine how effective recruitment and selection can contribute to organisational success in the travel and tourism industry		
A.P1 Explain how a travel and tourism organisation recruits and selects staff, giving reasons for their process. **A.P2** Explain how a travel and tourism organisation follows a recruitment process that is ethical and complies with current employment law.	**A.M1** Analyse the importance of the recruitment and selection process used in a travel and tourism organisation.	**A.D1** Evaluate how the recruitment and selection process used in a travel and tourism organisation contributes to its success.
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		
B.P3 Produce interviewer and interviewee documents for use in recruitment and selection in a travel and tourism related role. **B.P4** Demonstrate appropriate skills, attitudes and behaviours required for a specific job role in the selection interviews, as an interviewer and interviewee.	**B.M2** Demonstrate appropriate skills, attitudes and behaviours with confidence and proficiency to respond and question in recruitment interviews, producing relevant interviewer and interviewee documents.	**B.D2** Demonstrate skills proficiently, taking the initiative according to own role and selecting appropriate techniques to respond and question in recruitment interviews, producing appropriate interviewer and interviewee documents.

Pass	Merit	Distinction
Learning aim C: Reflect on own performance in the recruitment and selection process in a travel and tourism related role		**C.D3** Review the SWOT analysis results of the recruitment activities, considering own performance, and justify a set of recommendations for career progression in a travel and tourism related role.
C.P5 Complete a SWOT analysis on own performance as interviewer and interviewee in the recruitment activities. **C.P6** Produce a personal skills development plan for future recruitment activities in a travel and tourism related role.	**C.M3** Review the SWOT analysis results of the recruitment activities, considering own performance in order to design a plan for improvement.	

Essential information for assignments

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

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

The relationship of the learning aims and criteria is:

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

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

Learners need to investigate a large or medium-sized travel and tourism organisation that follows a transparent, easily accessible recruitment system. The recruitment process in smaller organisations might not enable learners to meet assessment requirements. To ensure the material they require is available, learners could research a few travel and tourism organisations before they select one for study. Teachers should ensure that the travel and tourism organisation selected by learners provides sufficient scope to enable them to complete the assessments fully.

For Distinction standard, learners will draw on a wide range of relevant information to consider the strengths and weaknesses of the recruitment and selection process in the organisation, including ethical and legal considerations. They will consider the potential impact on the organisation if there are staff shortages or if unsuitable employees are selected because of an ineffective recruitment process. Learners will support their judgement by using specific, valid examples to show the relationship between the recruitment process and its contribution towards the success of the organisation.

For Merit standard, learners will present the outcome of methodical and detailed examination of information to interpret interrelationships of the recruitment process used in the travel and tourism organisation, including ethical and legal considerations, and the factors that show the process's significance to the organisation.

For Pass standard, learners will give details of relevant practice in the recruitment and selection of staff in the travel and tourism organisation. Learners will be able to show that they comprehend the origins, functions and objectives of ethical and legal compliance in the recruitment process, giving mostly appropriate reasons for why the process is compliant.

Learning aim B

In achieving learning aim B, learners will carry out the role of both interviewer and interviewee for a travel and tourism related job-role. The role may be within a travel and tourism organisation or an industry-related role such as a travel blogger or writer. Assessors will need to complete witness/observation statements, recording learners' contributions and including feedback that learners can use to help develop their SWOT analysis.

Learners will demonstrate relevant communication skills, both as interviewers and as interviewees. They will also produce suitable documents for their participation in both roles in the recruitment and selection activities.

In the role of interviewer, learners will design and use interview questions that clearly relate to the job role and that allow skills and competencies to be assessed. They will develop and use a fair system for monitoring answers in the interviews and for selecting the most appropriate candidate. Interviewers will produce evidence of their use of a competency-based interview sheet, job description and person specification, or similar documents.

In the role of interviewee, learners will produce notes that show clear evidence of their preparation to be interviewed for the job role, including their personal CV and questions to ask the interviewer(s) about the job and about other relevant aspects of the recruiting organisation. As the interviewee, they will participate appropriately in the interview and answer relevant questions in a way that allows skills and competencies to be assessed.

For Distinction standard, learners will make valid judgements about the value of the comprehensive interviewer and interviewee documents they created for use in their recruitment and selection activities. They will link their views to the role of documents in interview outcomes in each case and development of their interviewer and interviewee skills. In carrying out the activities, learners will consistently select appropriate skills and techniques well suited to the interview situation, and show that they have developed their skills to improve outcomes while carrying out the interview activities. For example, as both interviewer and as interviewee, they will communicate professionally using appropriate methods for their audience. Learners will engage actively and effectively with others in the interview situation. They will show initiative, for example by attempting to influence the direction of a discussion or actively seeking clarification of statements made by others.

For Merit standard, learners will produce detailed, thorough documents for use in the role of interviewer and in the role of interviewee. In carrying out the role of interviewer and interviewee, learners will select and use appropriate techniques and skills with confidence and proficiency to meet set objectives in different situations. For example, they will show that they are able to select and use appropriate communication methods to suit particular audiences, such as interacting with interviewers or interviewees.

For Pass standard, learners will produce competent, realistic documents for use in the role of interviewer and in the role of interviewee. They will carry out interview activities fully and correctly, including creating documents for use in the recruitment and selection activities in the roles of interviewer and interviewee. Learners will select appropriate techniques or skills in well-defined, straightforward interview situations. In the roles of both interviewer and interviewee, they will communicate using an appropriate level of language. They will make some appropriate use of vocational language and respond to communication from others.

Learning aim C

For Distinction standard, learners will draw on relevant, varied sources of information to arrive at sound conclusions on the outcome of the recruitment and selection process and their own performance. They will have actively sought feedback and opportunities for personal improvement. Learners will respond effectively to feedback, demonstrating valid insights into the SWOT analysis of their own performance. They will evaluate their reasoning behind decision-making in their activities. They will draw together their learning and experiences gained across the learning aims to make specific, effective recommendations for their skills development and future career progression. Learners will demonstrate insight in planning their personal and professional development, giving logical justifications for the plan produced.

For Merit standard, learners will produce a detailed or wide-ranging examination of the outcome of the recruitment and selection process. They will have reflected actively on evidence of their performance, using feedback from others and showing methodical consideration of the results of the SWOT analysis of their own performance. Their review will be based on information recorded efficiently from a wide range of sources or from sources of particular relevance. They will use the knowledge, skills and understanding gained from across their learning to produce a detailed, realistic plan for their future skills development. The plan will show that learners are able to select relevant solutions regarding how recruitment activities can support their personal and professional development.

For Pass standard, learners will produce a SWOT analysis by carrying out research using appropriate search and analysis methods. They will show competent understanding of all key aspect of the recruitment and selection process and a realistic judgement on their own performance. Learners will have maintained records of their activities that show how they planned opportunities to develop their skills and gain feedback on their performance from others. Learners will apply the knowledge, skills and understanding gained from across their learning to explore the ways in which recruitment activities can support personal and professional development. The skills development plan will show a generally correct grasp of areas for development and the steps needed to achieve personal and professional development.

Links to other units

This unit links to:
- Unit 1: The Travel and Tourism Industry
- Unit 3: Customer Service in Travel and Tourism
- Unit 4: Travel and Tourism Enterprises
- Unit 7: Sustainable Tourism.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers, including former learners who have successfully secured employment in the travel and tourism industry
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- own organisation's materials as exemplars
- support from local travel and tourism staff as mentors.

Opportunities to develop transferable employability skills

Verbal communication skills by undertaking the roles of interviewer and interviewee in recruitment and selection interviews.

Written communication skills through research and report writing.

Unit 16: My Country as a Tourist Destination

Level: **3**
Unit type: **Internal**
Guided learning hours: **90**

Unit in brief

Learners investigate and analyse their home country as a tourist destination for both inbound and domestic tourists, developing skills in research and financial costings.

Unit introduction

In this unit, you will gain an understanding of why tourism from inbound visitors and from the domestic market is important for the economy of your country.

This unit will build on the knowledge gained through other units, and will give you an opportunity to investigate your country as a holiday destination and understand why it is a dynamic place for tourists to visit, whatever their nationality and interests. You will learn about key destinations, recommend routes and itineraries using private and public transport or both, and cost and work within the visitor's budget. You will also investigate the ancillary services a visitor may require to make their holiday memorable.

This unit will enable you to progress to higher education courses by developing your knowledge of how to carry out research and make decisions based on information from a variety of sources. It will also help prepare you for a career in the travel and tourism industry as you apply geographical knowledge and evaluate travel and tourism data in order to meet a given brief.

Learning aims

In this unit you will:

A Explore the types of tourist destination in your country and the motivations for travel to these

B Examine how the infrastructure and facilities available in your country meet the needs of tourists

C Create itineraries for incoming and domestic tourists within a budget

D Investigate the impacts of inbound and domestic tourism on the economy of your home country.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the types of tourist destination and the motivations for travel to these	**A1** Types of destination **A2** Heritage and culture **A3** Visitor types and motivations **A4** The potential impact of the media	A presentation with accompanying speaker notes. The presentation should include **four** destination types. It should also examine the infrastructure and facilities to support tourism in two of these destinations and how media reports can affect tourism.
B Examine how the infrastructure and facilities available in your country meet the needs of tourists	**B1** Gateways, hubs and transport infrastructure into and throughout the country **B2** Accommodation **B3** Ancillary services	
C Create itineraries for inbound and domestic tourists within a budget	**C1** Pre-arranged packages and costings **C2** Customised packages **C3** Documentation	Prepare **two** itineraries based on visitor briefs with a fixed budget. The briefs will include visits to at least four destinations in your home country and include accommodation, all travel and attractions. The itinerary should be accompanied by a cost breakdown and maps. There should also be an email to accompany each itinerary, justifying the choices made.
D Investigate the impacts of inbound and domestic tourism on the economy of your country	**D1** Positive economic impacts **D2** Negative economic impacts	A report investigating how tourism impacts employment and the economy. Use examples of different tourist destinations to show how tourism can have both positive and negative impacts, using data, graphs and illustrations in your report.

Content

Learning aim A: Explore the types of tourist destination and the motivations for travel to these

The range and type of tourist destinations and how they meet the differing motivations of visitors.

Learners will be expected to know examples of different types of destination in their home country.

A1 Types of destination

- Cities:
  - o capital/major cities
  - o historical and cultural cities.
- Coastal towns and resorts.
- Islands.
- National parks.
- Other areas of outstanding natural beauty, e.g. mountains, hills, deserts.
- Waterways, e.g. canals, rivers.

A2 Heritage and culture

- Historical:
  - o palaces and historic homes
  - o castles.
- Arts:
  - o historical past, e.g. battlefields, ruins
  - o TV and film locations.
- Entertainment:
  - o theatres and cinemas
  - o venues and festivals.
- Sport:
  - o venues, e.g. horse racing, golf
  - o events, e.g. Grand Prix™, marathons
  - o participation sports, e.g. hiking, climbing, watersports, fishing.
- Shopping:
  - o centres, e.g. shopping centres, malls, outlet shopping
  - o markets, e.g. spices, flowers.
- Food and drink, e.g. food markets, speciality restaurants.
- Visitor attractions:
  - o wildlife, e.g. sea life centres, zoos, sanctuaries
  - o built, e.g. theme parks, museums.

A3 Visitor types and motivations

- Visitor types:
  - inbound − those arriving into the country from another country
  - domestic – those living in the county travelling within the same country
  - business travellers, e.g. to attend conferences and meetings
  - families of different ages and composition, e.g. family with teenage children, single parent with infant, extended family
  - groups, e.g. students, tourists of different nationalities
  - visitors with special needs, e.g. mobility, hearing, language.
- Motivations for travel:
  - relaxation
  - weather
  - sightseeing
  - education
  - religious and cultural
  - activities and sports.

A4 The potential impact of the media on tourist travel

The importance and potential impact of traditional and digital media on influencing a tourist's decision making.

- Potential positive and negative effects on incoming and domestic tourism arising from media reporting on key areas:
  - weather
  - natural disasters
  - the environment
  - social and political incidents
  - health and safety
  - standard of facilities
  - quality of service.

Learning aim B: Examine how the infrastructure and facilities available in your country meet the needs of tourists

Learners need to understand the importance of using suitable access points and compliance with regulations in meeting tourist needs. They also need to be aware of transport legislation to allow safe access and operation.

Statutes and regulations current at the time of teaching and local to their country should be used. Outline understanding only is expected.

B1 Gateways, hubs and transport infrastructure into and throughout the country

Incoming and domestic tourists need good accessibility both to and within the country.

- Basic infrastructure:
  - water supplies and sanitation
  - electricity
  - internet/Wi-Fi/broadband.
- Gateways: international entry points, e.g. major airports and seaports.
- Hubs: national, regional and local connecting points:
  - airports – regional and local
  - connectivity between the airport and city/resort areas, e.g. express trains.

- Ports:
  - o coastal
  - o river.
- Road and rail services:
  - o railway stations – major city termini and interchanges
  - o local transport, e.g. trams, underground, bike hire/cycle routes, taxis
  - o coach and bus – national, low cost, local, connectivity to the airports and railways.
- Cost of travel between various points using private and/or public transport.

B2 Accommodation

- Types of accommodation: hotels, bed and breakfast (B&B), apartments, private homes, youth hostels/bunkhouses, campsites, holiday villages, caravan parks, boats, cruise ships.
- Board basis, bed and breakfast, half board, full board, self-catering, all-inclusive.
- Accommodation grading schemes used by: public sector tourist organisations, commercial companies, internet booking and review sites.

B3 Ancillary services

- Transfer options: private, shuttle, car hire, taxi.
- Entertainment requiring pre-booked tickets or reservations: theatres, cinemas, sporting events, restaurants.
- Tour guide: a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area.
  - o types of tour guide, e.g. professional guides, local guides
  - o role and responsibilities of a guide, e.g. health and safety
  - o qualifications required to be a guide, e.g. languages, customer service.

Learning aim C: Create itineraries for incoming and domestic tourists within a budget.

The importance of understanding and meeting the varied needs of different customers (individuals and group), including costing itineraries to meet different budget requirements.

C1 Pre-arranged packages and costings

These can be used in planning itineraries as optional 'add on' elements to meet the customer's needs and requirements.

- Coach and rail:
  - o day excursions, e.g. to a countryside area from a city
  - o tours, e.g. two-day tour to a destination (usually more than two hours travel away)
  - o cruises, e.g. mini cruise to islands off the coast.

C2 Customised packages

- Elements to consider when costing a tailor-made package/holiday:
  - o transport – flights, public transport or private transport costs, driver regulations
  - o accommodation – based on length of stay and arrival time
  - o ancillary services – costs of pre-booked attractions or additional services in each destination
  - o safety and security – in accommodation and during transport.

- Cost calculations:
  - currency exchange rates
  - how costs are broken down to meet budget
  - costings to include all transport, accommodation, transfers, and optional ancillary services, e.g. admission tickets
  - group discounts.

C3 Documentation

- Itinerary – information for inclusion:
  - detailed timings for public transport:
    - check-in time and terminal
    - departure time
    - arrival time and terminal name/number or station
    - transfer time to accommodation/city centre/attractions from hotel
    - contact details
    - airport transfer arrangements
  - private transport:
    - route
    - driving time – mileage calculation
    - route maps
  - accommodation:
    - address, website and telephone number
    - room type(s) booked
    - length of stay
    - check-in/out times and dates
    - board arrangements
  - ancillary services:
    - transfers – minibus, coach, bus, taxi – location of pick-up
    - car hire – make, size, pick-up and drop-off arrangements
    - pre-booked attractions – brief details, pick-up time, duration
    - pre-booked meal arrangements – brief details, pick-up time, package type, dietary requests.

Learning aim D: Investigate the impacts of inbound and domestic tourism on the economy of your country

Tourism will have both positive and negative impacts and maintaining a balance to ensure sustainability for the future is key to the success of all tourist destinations. Sustainable tourism seeks to provide people with an exciting and educational holiday that also benefits the people and economy of the host country.

D1 Positive economic impacts

- Financial:
  - financial contribution of the travel and tourism industry to the gross domestic product (GDP) of the country
  - impact on the economy of the different regions of the country
  - total visitor expenditure, size of economy across all industry sectors, contribution to the economy of the tourism industry (tourism ratio)
  - direct gross value-added effects on businesses

- o government funding to support local, regional and national projects, including infrastructure projects, to benefit the travel and tourism industry and local people, e.g. public transport network, clean energy supplies, improved water and sanitation
- o preservation of land and the oceans, habitats, and wildlife, e.g. conservation projects, national parks and nature reserves that can benefit from the funding generated by tourism
- o multiplier effect.
- Employment:
  - o contribution by the travel and tourism industry to the employment sector
  - o direct and indirect employment
  - o types of job, full- or part-time, salaries, seasonality
  - o potential impact of employment and unemployment on different regions.

D2 Negative economic impacts

Media coverage can have a negative influence on visitor numbers. Environmental impacts can affect the economy, e.g. in clearing up/repairing.

- Media coverage, e.g. press report of flooding, reviews on social media affecting visitor numbers.
- Leakage – from overseas-owned companies.
- Seasonal employment/unemployment/low-paid jobs.
- Environmental:
  - o negative image, e.g. pollution – water, air, visual, litter, graffiti, destruction of habitats, deforestation, erosion of footpaths, lakeshores
  - o funding, e.g. preservation of land/habitats/wildlife – conservation projects, national parks and nature reserves.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the types of tourist destination and the motivations for travel to these		
A.P1 Describe the features of four different tourist destinations. **A.P2** Explain how the features of the four selected destinations meet the motivations of visitors.	**A.M1** Assess the effectiveness of two of the selected destinations in meeting the motivations of different types of visitor.	**AB.D1** Justify recommendations on how infrastructure, facilities development and media coverage could be used to attract more visitors to travel to and within your country.
Learning aim B: Examine how the infrastructure and facilities available in your country meet the needs of tourists		
B.P3 Explain how the transport infrastructure in your country supports tourism. **B.P4** Explain how the facilities offered at two destinations in your country meet the needs of its visitors.	**B.M2** Assess how the current infrastructure, transport, facilities and media coverage have helped to develop tourism in your country.	
Learning aim C: Create itineraries for inbound and domestic tourists within a budget		
C.P5 Prepare two itineraries for different visitor types that include visits to at least four destinations in your country. **C.P6** Explain how the itineraries meet the budget requirements of the visitors.	**C.M3** Produce comprehensive itineraries analysing the reasons for your choices.	**C.D2** Justify how one of your itineraries could be amended to meet the needs of a different type of visitor with different budget requirements.
Learning aim D: Investigate the impacts of inbound and domestic tourism on the economy of your country		
D.P7 Describe the potential positive economic impacts of tourism on two destinations in your country. **D.P8** Explain the potential negative economic impacts of tourism on two destinations in your country.	**D.M4** Analyse how tourism can boost the economy of two contrasting destinations in your country.	**D.D3** Evaluate the potential economic impacts of tourism in two contrasting tourist destinations in your country.

Essential information for assignments

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

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

The relationship of the learning aims and criteria is:

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

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

Learning aim: D (D.P7, D.P8, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- up-to-date online information, including statistics and resources to explore destinations, transport routes, accommodation and attractions, as given in the unit content
- paper-based information, such as brochures and leaflets, as well as access to online brochures or travel and tourism websites
- maps and atlases to identify the locations of destinations and to help with route planning.

Visits to destinations and attractions, and talks from tourism managers and inbound tour operators and agents, would also enhance learning and help with the assessment requirements.

Essential information for assessment decisions

Learning aims A and B

To achieve learning aims A and B, learners must select four different travel and tourism destinations in their home country to ensure full coverage of the assessment criteria. A range of different visitor types with differing motivations for travel, including inbound and domestic visitors, should be considered. Teachers should ensure that the travel and tourism destinations and visitor types learners select provide sufficient scope to ensure they can fully complete the assessments.

For Distinction standard, learners will give a comprehensive description of the features of four destinations, explaining clearly how they meet different visitor motivations, which should include both inbound and domestic visitors. Their assessment of effectiveness will be detailed and comprehensive.

Learners will give a thorough evaluation of the current infrastructure, transport and facilities in two destinations. Learners will offer convincing reasons and examples that justify their evaluation and give clear conclusions. They will clearly show understanding of the importance of media coverage for the success or decline of destinations.

For Merit standard, learners will give a detailed description of the features of four destinations, explaining how they meet different visitor motivations, which should include both inbound and domestic.

Learners will give a balanced assessment of how effective two of the four selected destinations are in meeting the needs of different visitor types, which should include both inbound and domestic visitors.

The assessment will consider how the infrastructure and facilities offered by destinations and media coverage can affect tourism in their country. Learners will support their assessment with relevant evidence in terms of specific details and examples.

For Pass standard, learners will describe the features of four destinations and explain how these meet the motivations of different types of visitor, which should include both inbound and domestic.

Learners will show an understanding of most of the relevant features but may make limited use of supporting evidence for their explanations.

Learners will give a realistic explanation of the infrastructure, maybe with the use of maps. Reasons will be given as to why destinations will meet visitor motivations in terms of facilities. The explanation may be unbalanced or superficial and/or generic in parts.

Learning aim C

To achieve learning aim C, teachers should give learners detailed pen portraits of two different types of visitor to enable them to produce detailed itineraries for each within their home country. These should include one domestic itinerary (for example a family from the south of the country who wish to tour the north of the country for two weeks) and one inbound itinerary (for example. a group of 20 Japanese tourists wanting to visit the heritage and cultural attractions of the capital city and three other destinations). A total budget or a budget per person should be given.

Detail in the pen portraits will enable learners to best match the itinerary for the visitors. Additional needs could also be identified (for example one of the Japanese group has mobility issues and only seven speak English).

For Distinction standard, learners can analyse complex information from different sources in order to respond appropriately to customer needs. The itineraries will be precise and detailed, and reasons for choices will be clearly given, along with suggested justified changes that may improve the trip for different types of visitor. They will clearly understand the factors that need to be considered when selecting routes, forms of transport, accommodation and ancillary services. They will also have considered additional/unstated needs that will enhance the visitor's experience. The itinerary will be costed in detail, and a comprehensive cost breakdown will show how this has been worked out.

Learners will be able to communicate with the customer in a professional and precise way in an email.

For Merit standard, learners will produce comprehensive itineraries that clearly meet the needs of the visitors. They will show a good understanding of most of the factors that need to be considered when selecting routes, forms of transport, accommodation and ancillary services. They may have considered additional/unstated needs that will enhance the visitor's experience. The itinerary will be costed within budget and an itemised cost breakdown will show how the total has been calculated.

Learners will produce itineraries that are most suitable for the visitor type and be able to analyse the reasons for their choices. They will be able to communicate these reasons effectively to the customer by email.

For Pass standard, learners will produce suitable itineraries to meet both budget and visitor needs. They will show understanding of some of the factors that need to be considered when selecting routes and visitor attractions and the importance of calculating costs within a budget. The cost breakdown will be given though this may not be in great detail.

Learners will explain the reasons for their itinerary choices to the customer but this may be superficial and not applied clearly to needs and given budget.

Learning aim D

To achieve learning aim D, learners will need to be able to access statistics and data for their home country as a whole and for different destinations within it. It may be useful to visit destinations and be able to question tourism managers there about the economic benefits and negative impacts. The two destinations used may need to be

chosen on a basis of availability of information, for example national parks or larger destinations may have better information and data than smaller ones. Teachers should guide learners to appropriate sources to enable them to fully complete the assessment for this learning aim. Destinations may be the **same** as those studied in learning aims A and B but could be different.

For Distinction standard, learners can evaluate the negative economic impact of tourism in addition to the positive benefits that tourism can bring to two different destination types. They will have chosen destinations that have distinct differences and this will enhance their evaluation. Detailed use of statistics and other additional evidence such as online reviews will support their evaluation.

For Merit standard, learners can consider the implications of tourism for the economy of the country and to two destinations in particular. They may compare the country as a whole to their chosen destinations. They will analyse how tourism can have a positive effect on the economy of different types of destination, for example how a countryside area may differ from a city. Statistical information and supporting evidence will be used well in their analysis.

For Pass standard, learners will describe the potential positive economic impacts of tourism on two different destinations. They will be able to identify the impacts and give some statistical information to support their description.

Learners will explain the potential negative economic impacts of tourism on two destinations. They will identify the impact and give some statistical information, but there will be limited use of supporting evidence.

The destinations chosen may be too similar, which will limit their investigation into impacts.

Links to other units

This unit links to:
- Unit 1 The Travel and Tourism Industry
- Unit 2: Worldwide Travel and Tourism Destination
- Unit 9: Visitor Attractions
- Unit 17: The Accommodation Sector in the Travel and Tourism Industry
- Unit 18: Researching Current Travel Trends and Key Issues in Travel and Tourism.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers
- opportunities to visit and experience travel and tourism destinations and attractions.

Opportunities to develop transferable employability skills

Learners will develop research skills and will also learn how to present information both orally as a presentation and as a formal itinerary and accompanying documentation for customers.

They will also learn how to interpret data and statistics and present these in report form, showing a good understanding of the economic impacts of tourism.

Unit 17: The Accommodation Sector in the Travel and Tourism Industry

Level: **3**
Unit type: **Pearson Set Assignment**
Guided learning hours: **90**

Unit in brief

Learners examine the accommodation sector in the travel and tourism industry by exploring the different types of accommodation and the ownership, structure, trends and operational practices that are found in the sector. Finally, they will review the use of technology, both for operations and to enhance the customer experience.

Unit introduction

The accommodation sector is the largest sector of the travel and tourism industry and, while it is well-established, it is also rapidly developing.

In this unit, you will examine the range of accommodation types and the structure and ownership models often used in the sector, how they are rated and classified and the facilities provided for customers. You will investigate the consumer trends shaping the sector and the responses to these trends, to help further develop your understanding of this rapidly changing sector. You will explore operational practices that help to maintain standards for important areas such as safety, security and the environment, but that also develop positive guest relations.

The final part of the unit is a review of the technology used in the sector. This includes technology used to operate the accommodation properties themselves, as well as technology used to enhance the guest experience in order to remain competitive with other providers.

The research skills developed in this unit will support your progression to a wide variety of higher education courses, such as a degree in tourism, leisure, transport, hospitality and business studies. The wide range of skills and knowledge you develop in this unit will also help you to progress in your career.

Assessment

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

Learning aims

In this unit you will:

A Examine accommodation types, business ownership and structures within the accommodation sector

B Investigate trends in the accommodation sector

C Explore operational practices used in the accommodation sector

D Explore the range of technologies used in the accommodation sector for operations and the customer experience.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine accommodation types, business ownership and structure within the accommodation sector	**A1** Types of accommodation **A2** Business ownership **A3** Structure in the accommodation sector	
B Investigate trends in the accommodation sector	**B1** Consumer trends **B2** Response to trends	
C Explore operational practices used in the accommodation sector	**C1** Safety and security **C2** Sustainability and environmental policies **C3** Guest relations practices **C4** Standard operating procedures for maintaining consistency	This unit is assessed through a Pearson Set Assignment.
D Explore the range of technologies used in the accommodation sector for operations and the customer experience	**D1** Operational technology **D2** Guest experience technologies	

Content

Learning aim A: Examine accommodation types, business ownership and structures within the accommodation sector

A1 Types of accommodation

Accommodation services consist of a wide range of accommodation types that are either fully serviced for customers or provide the basic facilities and allow customers to cater for themselves and service their own accommodation.

- Serviced:
    - boutique hotels
    - budget hotels
    - luxury hotels
    - capsule hotels
    - apartment hotels
    - resort hotels
    - motels
    - hostels and poshtels
    - bed and breakfast, guest houses and farm stays.
- Non-serviced (self-catering):
    - yurts, glamping, camping and caravanning
    - chalets, holiday camps, holiday cottages
    - homestay, holiday homes, lodges, villas.
- Classifications and ratings:
    - star and diamond rating systems
    - sustainable and green certification schemes, e.g. Green Globe, Green Key
    - accommodation guides, e.g. Condé Nast, Michelin Guide
    - in-house mystery guests for chain accommodation, hotel inspectors
    - customer reviews and satisfaction ratings, e.g. TripAdvisor and Booking.com.
- General facilities:
    - leisure facilities –swimming pool, gym, sauna and steam room
    - spas, beauticians and hairdressers
    - restaurant styles –bistro, buffet, à la carte
    - concierge
    - in-room entertainment, in-room dining
    - bedroom types – suite, standard single, twin and double, executive rooms, en-suite rooms.
- Facilities for specific customer types:
    - business – business services, conference and events spaces, audio/visual equipment
    - families – children's menus, childminding services, kids' clubs, playgrounds
    - weddings and special events – event rooms, pagodas in the grounds for photos, honeymoon suite.

A2 Business ownership

The accommodation sector has a range of ownership models and often individual properties or chains change ownership through mergers or acquisitions.

- Ownership models:
  - independently owned with individual or small numbers of properties:
    – independent hotels that group together to form a consortium
  - groups with a number of different brands or chains:
    – top 10 hotel groups worldwide
    – small- or larger-scale chains that offer franchises
    – small- or larger-scale chains that offer management contracts.
- Horizontal integration – larger chains or accommodation groups buying smaller chains or independent properties.
- Vertical integration, e.g. airline or tour operator opening a hotel.

A3 Structure in the accommodation sector

Staffing is a key resource in accommodation services, so an effective structure within individual properties is an important factor in their successful operation.

- Operations departments:
  - front office, e.g. reception services, concierge, porters, night porters
  - food and beverage
  - conference and events, weddings, business events
  - room services – housekeeping, turn down services
  - kitchen
  - maintenance.
- Support departments:
  - human resources
  - marketing
  - finance.
- Staffing structures:
  - departmental – clear roles and responsibilities, specialisation in department operations
  - hierarchical – owners, management, operational levels, clear lines of authority
  - multi skilling, cross functional – staff work across different departments for flexibility
  - guest to staff ratios – higher numbers of staff to each guest in more luxury accommodation.
- Staff contract types:
  - zero hours – flexibility for organisations and staff, limits loyalty
  - hourly paid
  - salaried staff – used with management roles and support departments
  - seasonal – flexibility for organisations, limits loyalty.
- Staff rotas:
  - shift patterns
  - split shifts.

Learning aim B: Investigate trends in the accommodation sector

The accommodation sector is changing rapidly due to external trends, so changes in the properties and the facilities and services offered are often made to remain competitive with other accommodation providers.

B1 Consumer trends

- Personalisation and authenticity.
- Environmental awareness, e.g. buildings that are environmentally friendly, using less water and so on.
- Health and wellness.
- Laid-back luxury.
- Food focused.

B2 Response to trends

- Design and decor:
  - themed rooms, non-standardised rooms, rooms that reflect the local area
  - eco/green hotels, e.g. treehouse, ice hotel, living green walls.
- Services and facilities:
  - personalised services, e.g. unpacking/packing services, customised minibar
  - wellbeing, e.g. spas and yoga classes
  - food focused, e.g. having own kitchen gardens, using local produce and following seasonality
  - celebrity/product endorsement, e.g. celebrity chefs, branded coffee outlets and shops.
- Sustainability and environmental policies to reduce energy and wastage.
- Corporate Social Responsibility by helping the community, e.g. donating to chosen charities or staff involved in charitable events.
- Loyalty and rewards programmes to encourage repeat business.

Learning aim C: Explore operational practices used in the accommodation sector

Ensuring that guests and staff are satisfied, safe and secure is an essential role and responsibility of those managing accommodation services. There is a range of operational practices that must be present in all properties to achieve this.

C1 Safety and security

- Health and hygiene:
  - food safety certification and practices
  - basic food hygiene ratings and recording practices
  - consequences of poor hygiene.
- Fire safety:
  - certification and legislation used in the country they operate in
  - staff training
  - signage
  - evacuation procedures.
- Accessibility:
  - disabled access, lifts, ramps, accessibility rooms, other services, e.g. Braille menus, induction hearing loops.

- Risk assessment:
  - o assessing risks to staff and guests
  - o recording staff training
  - o accident/incident reporting.
- Security systems:
  - o CCTV
  - o staff and customer key cards and access
  - o stock monitoring.
- Data protection:
  - o legislation of the country on storing and using customer information
  - o systems and procedures for secure handling of customer information.
- Consequences of poor security:
  - o dealing with negative publicity
  - o data protection breaches
  - o theft.

C2 Sustainability and environmental policies

Following the growing interest in ensuring that negative environmental impacts are minimised, accommodation providers will review their practices to minimise environmental damage.

- Environmental policies:
  - o promote the importance of environmental policies, e.g. improving environmental and operational practices, reduction of waste, encouraging responsible and sustainable use of resources, reducing the impact of business operations, helping to combat climate change
  - o chain or group formal policies, smaller providers' informal practices
  - o guests, e.g. encourage reuse of towels, key cards, motion detectors
  - o staff policies, e.g. recycling, car sharing, composting
  - o property, e.g. renewable energy sources and monitoring the use of water, kitchen gardens, beehives, locally sourced products, seasonal products.
- Waste management:
  - o portion control
  - o water, e.g. timed taps, timed showers
  - o energy, e.g. energy-saving light bulbs, motion detectors, dimmers.
- Reduction in plastic and packaging materials:
  - o paper straws
  - o use of glass bottles
  - o plastic patrols to encourage staff to reduce usage
  - o reusable storage containers in the guest bathrooms.

C3 Guest relations practices

Different accommodation providers often compete based on the service they provide to guests, so having operational practices to provide positive guest relations is important for competitiveness.

- Staffing policies and practice, e.g. communication standards, personal presentation and uniform.
- Personalised customer service, e.g. using guest's name, storing and knowing guest preferences for repeat stays.
- Dealing with complaints and requests promptly.

- Collecting and acting on guest feedback, e.g. in room surveys, emails following stays, asking guests in the restaurant about their meals.
- Go beyond expectations, e.g. petals on the bed, thank you messages, complimentary tours, breakfast on the go.

C4 Standard operating procedures for maintaining consistency

Most accommodation providers follow standard procedures to ensure all staff follow consistent practices so that guests and staff are satisfied and safe.

- Written standards for each department.
- Staff training and monitoring, e.g. manager observing operational staff, staff completing checklists when cleaning rooms.

Learning aim D: Explore the range of technologies used in the accommodation sector for operations and the customer experience

The accommodation sector uses technology to operate effectively and to improve the guest experience and remain competitive.

D1 Operational technology

- Property management systems linked to all departments, e.g. Opera or Maestro:
  - o staff and sales performance management systems
  - o stock control, linked to restaurant ordering and kitchen usage
  - o customer relationship management (CRM)
  - o third party booking websites, e.g. Booking.com, Expedia, Hotels.com, Open Table
  - o authentication and access to different areas, key cards
  - o EPOS payment systems
  - o staff rota systems.
- Website to encourage direct bookings.

D2 Guest experience technologies

- Seamless connectivity:
  - o mobile access
  - o Wi-Fi.
- Apps developed for customer tablets and mobile phones:
  - o concierge
  - o booking
  - o checking in/out.
- Virtual reality, chat bots, augmented reality.
- Smart rooms:
  - o climate and sensory control
  - o mobile ordering
  - o in-room entertainment, e.g. voice request technology, in-room tablets, casting.
- Self-service check-in systems through touch screen displays.
- Social media:
  - o Promotion, e.g. Instagram, Twitter, Facebook
  - o review sites, e.g. TripAdvisor, Google.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine accommodation types, business ownership and structure within the accommodation sector		**AB.D1** Evaluate how two contrasting accommodation type operations, facilities and services are influenced by classification and rating, trends, ownership model and structure.
A.P1 Describe different accommodation types, how they are classified and rated, and their facilities and services. **A.P2** Explain how ownership models and organisation structures lead to successful accommodation operations.	**A.M1** Analyse the ways in which two contrasting accommodation types are rated and classified, their ownership models and structure and the effect on the operation, facilities and services.	
Learning aim B: Investigate trends in the accommodation sector		
B.P3 Describe a range of consumer trends affecting the accommodation sector and how the sector responds to these trends.	**B.M2** Analyse the ways different accommodation types have responded to consumer trends.	

Pass	Merit	Distinction
Learning aim C: Explore operational practices used in the accommodation sector		
C.P4 Describe safety and security procedures and how the accommodation sector minimises negative environmental impacts. **C.P5** Describe the methods used to maintain positive guest relations and provide consistency, to keep guests and staff satisfied and safe.	**C.M3** Analyse the operational practices used in the accommodation sector, to provide a consistent approach to keep guests and staff safe and satisfied.	**CD.D2** Present comprehensive, justified recommendations of ways a selected accommodation organisation could use technology to improve operational practices and guest/staff satisfaction in line with organisational objectives.
Learning aim D: Explore the range of technologies used in the accommodation sector for operations and the customer experience		
D.P6 Present basic recommendations of ways for a selected accommodation organisation to use technology in line with organisational objectives.	**D.M4** Present detailed recommendations of ways for a selected accommodation organisation to use technology in line with organisation objectives.	

Essential information for assignments

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

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a range of up-to-date publications, websites and research material to gain information about accommodation services and providers.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners will thoroughly evaluate how two different types of accommodation services select and adapt facilities and services, making reference to how classification and ratings, trends, ownership models and structure influence their selection. The evidence will be logically structured and make use of sector-specific terms. It will give a convincing evaluation of how two different types of accommodation services select and adapt guest facilities based on current trends in the industry and the influence of ownership models on their choice of guest facilities.

For Merit standard, learners will give a clear analysis of how two contrasting accommodation services are structured, their leadership styles and staff roles and responsibilities and the effect on the operation, facilities and services of these features. The analysis will make reference to examples from the sector and sector specific terminology.

Learners will also analyse the ways different accommodation types have responded to consumer trends. By making reference to different trends and examples from the sector.

For Pass standard, learners will describe different types of accommodation services and the facilities and services they offer, also describing the classification and ratings systems used. They will also explain the ownership types and structures used by different types of accommodation.

Learners will also describe different trends affecting the accommodation sector and the response to these trends. Examples from existing organisations and appropriate terminology should be used within the descriptions and explanations. The evidence may be limited in scope or make superficial use of supporting evidence and some minor inaccuracies may exist.

Learning aims C and D

For Distinction standard, learners will produce comprehensive and justified recommendations of ways a selected accommodation organisation could use technology to improve operational practices and guest/staff satisfaction in line with organisational objectives. The chosen accommodation organisation can be selected from either the serviced or non-serviced (self-catering) sector but should provide enough scope for a comprehensive evaluation. The evidence will be logically structured and make use of sector-specific terms. The evidence will demonstrate high-quality written communication through the use of accurate and fluent vocabulary to support a well-structured and considered response.

For Merit standard, learners analyse the operational practices used in the accommodation sector to provide a consistent approach to keep guests and staff and satisfied. The analysis will include examples from existing organisations and terminology used within each sector. The evidence will be well structured, with good quality written communication and use of appropriate terminology. Learners will also produce a detailed plan.

Learners will also present detailed recommendations of ways for a selected accommodation organisation to use technology in line with organisation objectives.

The recommendations will be detailed and the evidence will be well structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will describe safety and security procedures and how the accommodation sector minimises negative environmental impacts. They will also describe the methods used to maintain positive guest relations and provide consistency to keep guests and staff satisfied and safe.

They will also present basic recommendations of ways for a selected accommodation organisation to use technology in line with organisational objectives.

The descriptions will make reference to examples from organisations in that sector and use appropriate terminology. The evidence may be limited in scope or make superficial use of supporting evidence and some minor inaccuracies may exist.

Assessment controls

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

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

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

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

Links to other units

This unit links to *Unit 11: Events, Conferences and Exhibitions for the Travel and Tourism Industry*.

Employer involvement

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

· visits and guest speakers from local accommodation services providers.

Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

· research skills
· presentation skills
· written and verbal communication skills
· seeking and using feedback.

Unit 18: Researching Current Travel Trends and Key Issues in Travel and Tourism

Level: **3**

Unit type: **Internal**

Guided learning hours: **120**

Unit in brief

Learners will investigate current travel trends and current key issues and develop research skills as part of a research proposal looking at a key travel trend and a key issue in travel and tourism.

Unit introduction

Travel and tourism is a dynamic industry that is vulnerable to external influences and pressures in the environment in which it operates. In order to remain viable, the industry has to adjust and respond to changes whilst also anticipating changing factors and demands.

In this unit, you will investigate current travel trends and current key issues and evaluate their effects on the travel and tourism industry. You will develop an understanding of the methods used to collate information and use this to plan and define the scope of a research proposal after reviewing the suitability of one chosen current travel trend and one current key issue and the availability of research information. You will present your findings and analyse both. Finally, you will make justified recommendations for improvements based on your reflection of the effectiveness of the research project.

The research skills developed in this unit will support your progression to a wide variety of higher education courses, such as degrees in tourism management, leisure, transport, hospitality or business studies. The wide range of skills and knowledge developed in this unit will also help your career progression.

Learning aims

In this unit you will:

A Investigate different types of current travel trends and current key issues in travel and tourism

B Explore research methods and sources of information on current travel trends and current key issues affecting the travel and tourism industry

C Develop a research proposal and carry out the research into a current travel trend and a current key issue in travel and tourism

D Examine the findings of the research into a current travel trend and a current key issue in travel and tourism

E Review the effectiveness of the research proposal in meeting its aims and targets.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate different types of current travel trends and current key issues in travel and tourism	**A1** Types of current travel trends in travel and tourism **A2** Types of current key issues in travel and tourism **A3** Potential effects of current travel trends and current key issues on the travel and tourism industry	An article for a travel journal that investigates two different types of current travel trends and two current key issues, evaluating their potential effect on the travel and tourism industry.
B Explore research methods and sources of information on current travel trends and current key issues affecting the travel and tourism industry	**B1** Research methods **B2** Availability and validity of research information on a current travel trend and a current key issue	A research proposal on a current travel trend and a current key issue, with aims to be investigated, that includes types of research methodology to be undertaken, with timescales and parameters considered and justified in an individual and independent research plan. It will include justified recommendations for the most effective research methods for researching the travel trends and current issues.
C Develop a research proposal and carry out the research into a current travel trend and a current key issue in travel and tourism	**C1** Developing a research proposal that includes a plan **C2** Carrying out independent research and following the research proposal	
D Examine the findings of the research into one current travel trend and one current key issue	**D1** Presenting research findings in an appropriate format **D2** Referencing work and presenting a bibliography	A formal report, in an appropriate format, that analyses a chosen current travel trend and a current key issue affecting the travel and tourism industry.
E Review the effectiveness of the research proposal in meeting its aims and targets	**E1** Evaluating the effectiveness of the research proposal **E2** Recommending approaches to be adopted in future research proposals	An article evaluating the effectiveness of the research proposal, with justified recommendation for improvements.

Content

Learning aim A: Investigate different types of current travel trends and current key issues in travel and tourism

A1 Types of current travel trends in travel and tourism

Travel trends can change from one year to the next and often reflect changing customer tastes, expectations, aspirations, circumstances and lifestyles. They can also be influenced by political, social, cultural, environmental and technological factors. In order to meet the evidence requirements, the definition of 'current' is 'within the last five years'.

- Definition of a trend: the direction in which something is developing or changing; trends are mainly seen as creating opportunities.
- Scale and scope of influence: sectors in the travel and tourism industry, tourist destinations, travel and tourism organisations.
- Types of current travel trends, include the following growth areas, e.g.:
  - return to the package/all-inclusive holiday
  - luxury with escapism
  - low-cost long haul
  - adventure plus culture tourism
  - river cruising
  - the world's new frontier destinations
  - more solo travellers
  - alternative destinations
  - responsible tourism moving into the mainstream
  - active wellness
  - rise of the sharing economy/informal tourism – tourism services offered between peers (peer to peer, P2P) through sharing platforms.

A2 Types of current key issues in travel and tourism

The different types of key issues that influence the travel and tourism industry tend to fall into one or more of the following areas: political, economic, social, cultural, environmental and technological.

- Definition of an issue: a problem facing the travel and tourism industry which is ongoing; issues are mainly seen as causing problems.
- Scale of issue: regional, national, global.
- Scope of influence: sectors in the travel and tourism industry, tourist destinations, organisations, customers.
- Types of issue, e.g.:
  - threats of terrorism, security, safety, civil unrest
  - barriers to travel – entry restrictions, visas, passports, fees, delays, airlines
  - legislation and regulation
  - business failures
  - bogus holiday illness claims
  - cyber security
  - fluctuation of monetary exchange rates
  - fluctuating price of oil/fuel
  - changing climate and extreme weather events
  - effect of globalisation on tourism development

- o maintaining a tourist destination's sustainable development
- o ethical considerations and exploitation
- o mobile technology.

A3 Potential effects of current travel trends and current key issues on the travel and tourism industry

The potential effects of current issues on the travel and tourism industry may vary in terms of relevance, nature and scope.

- Changes to customer numbers or types, repeat customers.
- Changing income and sales.
- Additional or reduced operating procedures, including extra costs or savings.
- Development of new markets, destinations, products, services, procedures or organisations.
- Changes or adaptations to existing products, procedures and services.
- Changing channels of distribution; sales and marketing media.
- Media coverage and potential effect on image and reputation.
- Short-term and long-term effects.

Learning aim B: Explore research methods and sources of information on current travel trends and current key issues affecting the travel and tourism industry

Before conducting any research, careful consideration needs to be given to the suitability of different research methods and also to the availability, validity and accessibility of different sources of research information.

B1 Research methods

- Primary research
  - o surveys – online, face to face, postal
  - o interviews – telephone
  - o observations
  - o focus groups
  - o trials.
- Secondary (desk) research
  - o internal:
    - – existing data from customer database/sales records/previous market research
  - o external
    - – published reports
    - – newspaper articles/trade journals
    - – government/industry data
    - – social media feedback.

B2 Availability and validity of research information on one current travel trend and one current key issue

- Importance of validity, reliability, appropriateness.
- Quantitative and qualitative data, methods of collection, purpose of collection, when and where the data is used.
- Sufficiency and focus of the research, identifying other sources of information that may be required.
- Importance of summarising information, documenting details and recording sources of research to use in referencing the final report.

Learning aim C: Develop a research proposal and carry out the research into a current travel trend and a current key issue in travel and tourism

Once research methods and sources have been identified, a research proposal can then be produced to outline details of the current travel trend and current key issue to be investigated and how research will be conducted.

A research proposal includes a plan that needs to be designed to set targets, monitor progress and help ensure that the aims of the research project are achieved.

The plan needs to be followed, updated and reviewed to help ensure the research proposal's aims are met.

C1 Developing a research proposal that includes a plan

- Producing a research proposal:
  - o selecting a suitable current travel trend and a current key issue to research
  - o ensuring information required will be available and accessible from different sources
  - o setting the parameters for research into the current travel trend and current issue – stating the scope, breadth, depth, range and limits
  - o establishing the main focus of the project – identifying three/four key aims for research to allow in-depth analysis of the current travel trend and current key issue
  - o setting the main aims and specific objectives – including schedules and purpose of research
  - o devising a plan:
    - – identifying appropriate research methods, including qualitative and quantitative, as well as primary and secondary sources of research information to be used
    - – recording data, information, research sources, dates and purpose
    - – considering timescales – time constraints, interim and final deadlines, expected outcomes at specified points; using SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets
    - – planning contingencies – planning for, anticipating and overcoming potential difficulties/delays/obstacles.
- Approval of the research proposal.

C2 Carrying out independent research and following the research proposal

- Follow the research proposal, including the research plan.
- Updating and amending the plan as needed during the process, monitoring and reviewing research and progress, review by assessors.
- Selecting and collecting data, researching information, reviewing research sources for relevance, authenticity, and reliability.

Learning aim D: Examine the findings of the research into one current travel trend and one current key issue

Findings of the research are collated, interpreted, analysed and presented.

D1 Presenting research findings in an appropriate format

Structure of a formal report.

- Title page: title, name, date of submission.
- Abstract/executive summary: overview of current issue, research methodology used, findings and recommendations.

- Table of contents: list of numbered sections in report and their page numbers.
- Introduction: outline of document structure.
- Body: headings and sub-headings that reflect the contents of each section, information on method of data collection and analysis of findings in light of current issue, interpretation of data, e.g. statistics, graphs, tables, charts to support the main research analysis.
- Conclusion: states the major inferences that can be drawn from the analysis of research findings and makes recommendations.
- Bibliography, reference list, in-text citations, referencing systems, e.g. Harvard Referencing System.
- Appendix: information that supports the analysis but is not essential to its explanation.

D2 Referencing work and presenting a bibliography
- Standard referencing using the Harvard Referencing System.
- Bibliography and reference list:
    o detailed list of references and sources
    o difference between in-text citations and a reference list
    o referencing secondary sources
    o referencing different types of information, e.g. books, reports, primary data, websites, multi-media.

Learning aim E: Review the effectiveness of the research proposal in meeting its aims and targets

On completion and presentation of the findings, it is useful to reflect on the success or otherwise of the research proposal. This involves evaluating the entire process, the methods used and the anticipated and actual outcomes. An assessment of the effectiveness of the research project can then be used to inform justified recommendations for improvements in future projects.

E1 Evaluating the effectiveness of the research proposal
- Appropriateness and selection of current issues, rationale and parameters.
- Research methods used.
- Accessibility, reliability, validity, usefulness of research information.
- Adherence to the proposal: deadlines and SMART targets.
- Variations to the proposal and implementation of contingency measures.
- Interpretation and analysis of findings.
- Presentation of findings.

E2 Recommending approaches to be adopted in future research proposals
- Key areas for improvement in research.
- Lessons learned, what worked effectively and what did not.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate different types of current travel trends and current key issues in travel and tourism		
A.P1 Explain two different types of current travel trends that could potentially affect the travel and tourism industry. **A.P2** Explain two different types of current key issues that could potentially affect the travel and tourism industry.	**A.M1** Assess the potential effects that two different types of current travel trends and two current key issues could have on the travel and tourism industry.	**A.D1** Evaluate the potential effects of two different types of current travel trends and two current key issues on the travel and tourism industry.
Learning aim B: Explore research methods and sources of information on current travel trends and current key issues affecting the travel and tourism industry		
B.P3 Compare the research methods that may be used for researching current travel trends and current key issues.	**B.M2** Discuss the importance of accessing different sources of information for research into current travel trends and current key issues in travel and tourism.	**BC.D2** Justify recommendations for the most appropriate research methods and sources of information for research on a current travel trend and current key issue.
Learning aim C: Develop a research proposal and carry out the research into a current travel trend and a current key issue in travel and tourism		
C.P4 Produce a research proposal that includes a plan designed to record research undertaken and monitor progress. **C.P5** Explain the scope and aims of the research that includes a description of the current travel trend and current key issue to be investigated, and set parameters.	**C.M3** Assess the research proposal, including choice of a current travel trend and current key issue.	

Pass	Merit	Distinction
Learning aim D: Examine the findings of the research into a current travel trend and a current key issue		
D.P6 Explain the effects of a chosen current travel trend and a chosen current key issue on the travel and tourism industry. **D.P7** Present research sources in a bibliography and reference list, referencing the sources used throughout the body of the report.	**D.M4** Analyse the effects of the chosen current travel trend and the key issue on the travel and tourism industry and present the analysis in an appropriate format.	**DE.D3** Evaluate the effectiveness of all aspects of the research proposal, including its aims, and suggest justified recommendations for improvement.
Learning aim E: Review the effectiveness of the research proposal in meeting its aims and targets		
E.P8 Explain the methods used to carry out research, identifying strengths and weaknesses.	**E.M5** Assess the research sources used for collecting data and information in relation to the aims of the research proposal.	

Essential information for assignments

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

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

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

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

Learning aims: D and E (D.P6, D.P7, E.P8, D.M4, E.M5, DE.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- a range of different types of travel trends and key issues, including current ones and those that in the past may have affected the travel and tourism industry. Case studies should include details such as the area of influence in terms of scale and potential effect on travel and tourism organisations, destinations or sectors in the industry
- recent publications, reports, articles and resources that give details on current travel trends and current key issues.

Essential information for assessment decisions

Learning aim A

In order to meet the evidence requirements, the definition of 'current' is 'within the last five years'. For this learning aim, learners must research two different types of current travel trends and current key issues. The two different types of travel trends and key issues researched must each be drawn from **different** areas specified in the unit content. One of the current travel trends and one of the current key issues selected must provide extensive primary and secondary research opportunities needed for the research proposal assessment and have potential effects at a national or international scale.

For Distinction standard, learners will produce an article with a convincing, comprehensive evaluation that considers two different types of current travel trends and current key issues and their potential effects on the travel and tourism industry. The evaluation will be sustained and clearly focused on the specific effects of each current travel trend and current key issue selected, with no irrelevancies.

The learner's evaluation will include examples relevant to the travel and tourism industry or components within. Evaluation of the scope of influence and scale of both travel trends and both key issues will be included. At this level learners will consider potential effects at different scales, including international.

For Merit standard, learners will produce a clear, balanced assessment of the potential effects of two different types of current travel trends and two different types of current key issues and their potential effects on the travel and tourism industry. The issues will be drawn from areas as stipulated in the unit content.

Learners will draw on their understanding of the potential effects of current travel trends and key issues to make judgements in terms of the scale, longevity and influence on development for the industry. The assessment will be supported by clear, relevant examples of potential effects on the industry.

For Pass standard, learners will produce an explanation of two different types of current travel trends and two current key issues that may affect the travel and tourism industry. The explanations might be unbalanced and may focus more on the potential effect on customers rather than the industry. The evidence may be limited in scope or superficial in parts.

Learning aims B and C

Learners will produce a research proposal for **one** current travel trend and **one** current key issue. Both the trend and issue selected will offer scope for primary and secondary research. The proposal will include aims and a detailed research plan as stipulated in the unit content.

For Distinction standard, learners will give recommendations on the most appropriate research methods for the current travel trend and the current key issue, which are fully justified and substantiated with supporting evidence. The evidence will demonstrate high-quality written communication to support a well-structured and considered response.

For Merit standard, learners will assess their research proposal. They will discuss the importance of using different sources of research when investigating trends and issues. They will give a reasoned and balanced assessment of their choice of current travel trend and key issue to investigate and the research methods chosen. Learners will consider how well their proposal achieved its aims whilst also explaining how progress and updates were recorded. The evidence will be structured, with good-quality written communication and use of appropriate terminology.

For Pass standard, learners will compare the research methods that may be used to research current travel trends and current key issues. There will be evidence of learners' understanding of research methods and they will consider the potential advantages and disadvantages of them.

Learners will produce a research proposal that includes a research plan for recording their research, monitoring progress and deadlines and recording variations to the plan. There will be evidence that learners intend to carry out primary and secondary research. Learners will devise a suitable plan that contains SMART targets. Learners will produce an explanation of the scope and aims of the research and describe the current travel trend and current key issue to be researched.

Learning aims D and E

For Distinction standard, learners will produce a convincing, comprehensive evaluation of their findings of one current trend and key issue and its potential effect on the travel and tourism industry. The evaluation will be presented in an appropriate format that includes a detailed bibliography and in-text citations, using appropriate systems, with sources listed in full. It will contain referencing to show sources of research accessed. There will be evidence to show that different types of research have been used, including primary and secondary research.

Learners will produce a convincing and comprehensive evaluation of the effectiveness of all aspects of the research proposal, including its aims. The evaluation will be sustained and clearly focused on each stage, from the initial research plan, the research proposal and the completion and updating of the research plan, to the validity and reliability of the research methods and relation between the expected and actual outcomes of the project. The evaluation will be objective. There will be reference to challenges encountered and how these were overcome. Recommendations for future research proposals will be fully justified and substantiated with supporting evidence, drawing on learners' experience of the proposal.

Learners will articulate their arguments fluently and views concisely, giving an evaluation that makes reasoned and valid judgements. The evidence will demonstrate high-quality written communication throughout.

For Merit standard, learners will produce a clear and detailed analysis of one current travel trend and one current key issue and their potential effects on the travel and tourism industry. Learners will select an appropriate current travel trend and current key issue both of which offer scope for detailed analysis. The analysis will consider both potentially positive and negative effects on the travel and tourism industry. Potential and actual effects may be considered. There will be evidence to show that different types of research have been used, including primary and secondary research that has been accurately referenced using appropriate systems and with in-text citations. Learners will produce an objective, critical analysis that will be substantiated with appropriate evidence in terms of specific details and examples of potential effects on the travel and tourism industry. They will demonstrate an understanding of the potential consequences of the current travel trend and current key issue as well as the relationship between different factors in the industry.

Learners will produce a reasoned and balanced assessment of the research sources used for collecting data and research information.

The evidence will be structured, with good-quality written communication and use of appropriate terminology. The report will be presented in an appropriate format, with competent use of charts and graphs reflecting learner's understanding of how to present and interpret data.

For Pass standard, learners will produce an explanation of the effects of one chosen current travel trend and one current key issue on the travel and tourism industry. The report will contain details of research sources used in the form of referencing, a bibliography and a reference list; specific details may be absent and the range of sources accessed will be limited. Learners will produce an explanation of research methods used, identifying strengths and weaknesses.

Links to other units

This unit links to:
- Unit 1: The Travel and Tourism Industry
- Unit 2: Worldwide Travel and Tourism Destination
- Unit 3: Marketing Travel and Tourism to Domestic and International Customers
- Unit 6: Specialist Tourism
- Unit 7: Sustainable Tourism
- Unit 14: The Cruise Industry
- Unit 16: My Country as a Tourist Destination.

Employer involvement

This unit would benefit from employer involvement in the form of travel and tourism specialist speaker talks and visits.

Opportunities to develop transferable employability skills

Besides the specialist subject knowledge gained though the study of this unit, learners will also have the opportunity to develop transferable employability skills:

- problem solving
- data analysis
- research
- time management
- communication
- organisational
- critical thinking
- initiative and enterprise.

4 Planning your programme

How do I choose the right BTEC International Level 3 qualification for my learners?

BTEC International Level 3 qualifications come in a range of sizes, each with a specific purpose. You will need to recruit learners very carefully to ensure that they start on the right size of qualification to fit into their study programme and that they take the right pathways or optional units to allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC International Level 3 Certificate or Subsidiary Diploma. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC International Level 3 Diploma or Extended Diploma.

Some learners are sure of the sector in which they wish to work and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC International Level 3 Extended Diploma as the most suitable qualification.

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that the learners you recruit have a reasonable expectation of success on the programme. There are no formal entry requirements, but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

· five International GCSEs at good grades and/or
· BTEC qualification(s) at Level 2
· other appropriate qualifications or achievement at year 11
  or age 16 in core subjects.

Learners may demonstrate the ability to succeed in various ways. For example, they may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

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

What is involved in becoming an approved centre?

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

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

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

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC International Level 3 qualifications. For some units, specific resources are required.

How can Pearson Progress help with planning for these qualifications?

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

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

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC International Level 3 qualifications using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

BTEC International Level 3 qualifications are vocational qualifications and, as an approved centre, you are encouraged to work with employers on design, delivery and assessment to ensure that it is engaging and relevant, and that it equips learners for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment, but these are not intended to be exhaustive and there will be other possibilities at local level.

What support is available?

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

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

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

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Pearson will allow centres to either make use of units from other BTEC specifications in this suite, or commission new units to meet the need. Centre developed units will need to be quality assured by Pearson at a cost. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.

The proportion of imported, or locally developed units that can be used are as follows. These units cannot be used at the expense of the mandatory units in any qualification.

Qualification	Meeting local needs allowance	Unit equivalence
Certificate (180 GLH)	No MLN allowed	0 units
Subsidiary Diploma (360 GLH)	60 GLH MLN allowed	1 * 60 GLH unit
Foundation Diploma (510 GLH)	120 GLH MLN allowed	e.g. 2 * 60 GLH units
Diploma (720 GLH)	180 GLH MLN allowed	e.g. 3 * 60 GLH units
Extended Diploma (1080 GLH)	240 GLH MLN allowed	e.g. 4 * 60 GLH units

How will my learners become more employable through these qualifications?

BTEC International Level 3 qualifications are mapped to relevant occupational standards, please see *Appendix 1*: *Links to industry standards*.

Employability skills, such as teamworking and entrepreneurialism, and practical, hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

In some sectors, there is also a profile log for use during work placement.

5 Assessment structure

Introduction

BTEC International Level 3 qualifications are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *Pearson Set Assignments*, which are set by Pearson and marked by teachers.

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

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

We have addressed the need to ensure that the time allocated to final assessment of units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

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

Internal assessment

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

Pearson Set Assignment units

A summary of the set assignments for this qualification is given in *Section 2 Structure*. You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately.

Learners must take the authorised Pearson Set Assignment for the set assignment unit. Teachers are not permitted to create their own assessments for set assignment units. Some assignments may need to be taken in controlled conditions. These are described in each unit.

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

6 Internal assessment

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

For BTEC International Level 3 qualifications, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

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

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

Principles of internal assessment (applies to all units)

Assessment through assignments

For all units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments. For Pearson Set Assignment units, Pearson will set the assignment.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC International Level 3 qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 4: Glossary of terms used*, we have set out a definition of terms that assessors need to understand.

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

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the qualification.

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

The assessment team

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

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

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out. We support you through, for example, providing training materials and sample documentation. Our online Pearson Progress service can help support you in planning and record keeping. Further information on using Pearson Progress can be found in *Section 10 Resources and support*, and on our website.

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

Learner preparation

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

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

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

Making valid assessment decisions

Authenticity of learner work

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

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

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

Assessors must complete a declaration that:

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

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

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

Making assessment decisions using criteria

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

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

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 4: Glossary of terms used*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding evidence across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Issuing assessment decisions and feedback

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

The information given to the learner:

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

Planning and record keeping

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

The programme must have an assessment plan validated by the Lead IV, produced as a spreadsheet. When producing a plan, the assessment team needs to consider:

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

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

The Lead IV will also maintain records of assessment undertaken. The key records are:
- internal verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- internal verification of assessment decisions
- assessment tracking for the unit.

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

Setting effective assignments (applies to all units without Pearson set assignments)

Setting the number and structure of assignments

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

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

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

Providing an assignment brief

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

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

Forms of evidence

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

Full definitions of types of assessment are given in *Appendix 4: Glossary of terms used*. These are some of the main types of assessment:
- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

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

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Late completion, resubmission and retakes (applies to all units including Pearson set assignment units)

Dealing with late completion of assignments for internally-assessed units

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

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

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

Resubmission of improved evidence for internally-assessed units

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

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

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

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

A resubmission opportunity must not be provided where learners:

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

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

Retake of internal assessment

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

The Lead Internal Verifier must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. The retake is not timebound and the assignment can be attempted by the learner on a date agreed between the Lead IV and assessor within the same academic year.

For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment.*

7 Administrative arrangements

Introduction

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

Learner registration and entry

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

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

Access to assessment

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

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

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

Further information on access arrangements can be found in the document *Supplementary guidance for reasonable adjustments and special consideration*.

Administrative arrangements for assessment

Records

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

Reasonable adjustments to assessment

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

Further details on how to make adjustments for learners with protected characteristics are given on our website, in the document *Supplementary guidance for reasonable adjustments and special consideration*.

Special consideration

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

Appeals against assessment

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

Conducting set assignments

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

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

Each set assignment has a defined degree of control under which it must take place. We define degrees of control as follows.

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the assignment.

Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice.

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

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

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

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

Dealing with malpractice in assessment

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

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

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

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

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

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

Learner malpractice

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

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

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

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

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

Failure to report malpractice itself constitutes malpractice.

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

Sanctions and appeals

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

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

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

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

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

The centre will be notified if any of these apply.

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

Certification and results

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

Changes to qualification requests

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

Additional documents to support centre administration

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

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

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

8 Quality assurance

Centre and qualification approval

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

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

Continuing quality assurance and standards verification

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

The key principles of quality assurance are that:

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

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

The methods we use to do this for BTEC Level 3 include:

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

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

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

9 Understanding the qualification grade

Awarding and reporting for the qualification

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

Eligibility for an award

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

To achieve any qualification grade, learners must:

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

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

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

Compensation table

Qualification	Compensation rule	Unit equivalence
Certificate (180 GLH)	No compensation allowed	0 units
Subsidiary Diploma (360 GLH)	Mandatory must be passed, 60 GLH only at U grade permitted from optional	1 * 60 GLH unit
Foundation Diploma (510 GLH)	Mandatory must be passed, 120 GLH only at U grade permitted from optional	e.g. 2 * 60 GLH units OR 1 * 120 GLH unit
Diploma (720 GLH)	Mandatory must be passed, 180 GLH only at U grade permitted from optional	e.g. 3 * 60 GLH units OR 1 * 60 GLH and 1 * 120 GLH unit
Extended Diploma (1080 GLH)	Mandatory must be passed, 180 GLH only at U grade permitted from optional	e.g. 3 * 60 GLH units OR 1 * 60 GLH and 1 * 120 GLH unit

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

If a learner achieves more than the required number of optional units, the mandatory units, along with the optional units with the highest grades, will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC International Level 3 qualifications are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Subsidiary Diploma, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of qualification grade* table, given later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

Points available for unit size and grades

The table below shows the number of **points** available for units. For each unit, points are allocated depending on the grade awarded.

	Unit size		
	60 GLH	**90 GLH**	**120GLH**
U	0	0	0
Pass	6	9	12
Merit	10	15	20
Distinction	16	24	32

Claiming the qualification grade

Pearson will automatically calculate the qualification grade for your learners when the unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table.

Calculation of qualification grade

Applicable for registration from 1 April 2020.

Certificate		Subsidiary Diploma		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
Unclassified	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	54	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	78	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	108	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	138	D*D*	180	D*D*D*	270

This table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued via our website.

Examples of grade calculations based on table applicable to registrations from April 2020

Example 1: Achievement of a Certificate with a P grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 4	90	Int	Merit	15
Totals	**180**		**P**	**24**

The learner has sufficient points for a P grade.

Example 2: Achievement of a Certificate with an M grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 4	90	Int	Distinction	24
Totals	**180**		**M**	**33**

The learner has sufficient points for an M grade.

Example 3: An Unclassified result for a Certificate

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	U	0
Unit 4	90	Int	Distinction	24
Totals	**180**		**U**	**24**

The learner has a U in Unit 1.

The learner has sufficient points for a P grade but has not met the minimum requirement for a grade in Unit 1.

Examples of grade calculations based on table applicable to registrations from April 2020

Example 1: Achievement of a Subsidiary Diploma with a P grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 4	90	Int	Pass	9
Unit 6	60	Int	Merit	10
Unit 7	60	Int	Merit	10
Unit 8	60	Int	Unclassified	0
Totals	**360**		**P**	**38**

The learner has achieved P or higher in Units 1, and 4.

The learner has sufficient points for a P grade.

Example 2: Achievement of a Subsidiary Diploma with an M grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 4	90	Int	Pass	9
Unit 6	60	Int	Merit	10
Unit 7	60	Int	Merit	10
Unit 8	60	Int	Distinction	16
Totals	**360**		**M**	**64**

The learner has sufficient points for an M grade.

Example 3: An Unclassified Result for a Subsidiary Diploma

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Unclassified	0
Unit 4	90	Int	Distinction	24
Unit 6	60	Int	Merit	10
Unit 7	60	Int	Distinction	16
Unit 8	60	Int	Distinction	16
Totals	**360**		**U**	**66**

The learner has a U in Unit 1.

The learner has sufficient points for an M grade but has not met the minimum requirement for a P or higher in Unit 1.

Examples of grade calculations based on table applicable to registrations from April 2020

Example 1: Achievement of a Foundation Diploma with a P grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 2	120	Int Set	Pass	12
Unit 4	90	Int	Pass	9
Unit 5	90	Int	Merit	15
Unit 6	60	Int	Pass	10
Unit 7	60	Int	Pass	9
Totals	**510**		**P**	**64**

The learner has sufficient points for a P grade.

Example 2: Achievement of a Foundation Diploma with an M grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 2	120	Int Set	Merit	20
Unit 4	90	Int	Distinction	24
Unit 5	90	Int	Merit	15
Unit 6	60	Int	Merit	10
Unit 7	60	Int	Distinction	16
Totals	**510**		**M**	**94**

The learner has sufficient points for an M grade.

Example 3: An Unclassified result for a Foundation Diploma

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Unclassified	0
Unit 2	120	Int Set	Merit	20
Unit 4	90	Int	Merit	15
Unit 5	90	Int	Distinction	24
Unit 6	60	Int	Merit	10
Unit 7	60	Int	Distinction	16
Totals	**510**		**U**	**85**

The learner has sufficient points for an M grade but has not met the minimum requirement for P or higher in Unit 1.

Examples of grade calculations based on table applicable to registrations from April 2020

Example 1: Achievement of a Diploma with a PP grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 2	120	Int Set	Pass	12
Unit 4	90	Int	Pass	9
Unit 5	90	Int	Pass	9
Unit 3	90	Int	Pass	9
Unit 6	60	Int	Pass	6
Unit 7	60	Int	Pass	6
Unit 8	60	Int	Pass	6
Unit 9	60	Int	Merit	10
Totals	**720**		**PP**	**76**

The learner has sufficient points for a PP grade.

Example 2: An Unclassified result for a Diploma

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Unclassified	0
Unit 2	120	Int Set	Pass	12
Unit 4	90	Int	Pass	9
Unit 5	90	Int	Pass	9
Unit 3	90	Int	Pass	9
Unit 6	60	Int	Merit	10
Unit 7	60	Int	Pass	6
Unit 8	60	Int	Pass	6
Unit 9	60	Int	Pass	6
Totals	**720**		**U**	**77**

Examples of grade calculations based on table applicable to registrations from April 2020

Example 1: Achievement of an Extended Diploma with a PPP grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 2	120	Int Set	Pass	12
Unit 4	90	Int	Pass	9
Unit 5	90	Int	Pass	9
Unit 17	90	Int Set	Pass	9
Unit 18	120	Int	Pass	12
Unit 3	90	Int	Pass	9
Unit 6	60	Int	Pass	9
Unit 7	60	Int	Merit	10
Unit 8	60	Int	Pass	6
Unit 9	60	Int	Pass	6
Unit 10	60	Int	Pass	6
Unit 16	90	Int	Pass	9
Totals	**1080**		**PPP**	**115**

The learner has sufficient points for a PPP grade.

Example 2: Achievement of an Extended Diploma with a DDM grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Merit	15
Unit 2	120	Int Set	Pass	12
Unit 4	90	Int	Merit	15
Unit 5	90	Int	Pass	9
Unit 17	90	Int Set	Pass	9
Unit 18	120	Int	Merit	20
Unit 3	90	Int	Distinction	24
Unit 6	60	Int	Distinction	16
Unit 7	60	Int	Merit	10
Unit 8	60	Int	Distinction	16
Unit 9	60	Int	Distinction	16
Unit 10	60	Int	Distinction	16
Unit 16	90	Int	Distinction	24
Totals	**1080**		**DDM**	**202**

The learner has sufficient points for a DDM grade.

Example 3: An Unclassified result for an Extended Diploma

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Unclassified	0
Unit 2	120	Int Set	Pass	12
Unit 4	90	Int	Pass	9
Unit 5	90	Int	Pass	9
Unit 17	90	Int Set	Unclassified	0
Unit 18	120	Int	Merit	20
Unit 3	90	Int	Merit	15
Unit 6	60	Int	Merit	10
Unit 7	60	Int	Merit	10
Unit 8	60	Int	Pass	6
Unit 9	60	Int	Pass	6
Unit 10	60	Int	Pass	6
Unit 16	90	Int	Distinction	24
Totals	**1080**		**U**	127

The learner has sufficient points for an MPP but has not met the minimum requirement of Pass or higher for units 1 and 17.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Level 3 qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from April 2020) gives you details of the administration of the qualifications and information on the units for the qualifications.

Pearson Progress

Pearson Progress is a new digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 3 Travel and Tourism qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students as follows:

· course creation
· creating and verifying assignments
· creating assessment plans and recording assessment decisions
· upload of assignment evidence
· tracking progress of every learner

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Support for teaching and learning

Pearson Learning Services provide a range of engaging resources to enable you to start teaching BTEC International Level 3 qualifications. These may include the following free materials:

· delivery guides, which give you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. They explain the key features of the BTEC International Level 3 Travel and Tourism qualifications, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance.
· sample schemes of work are provided for each mandatory unit as well as a selection of optional units. These are available in Word™ format for ease of customisation
· slide presentations for use in your teaching to outline the key concepts of a unit
· delivery plans that help you structure delivery of a qualification.

We also provide paid for resources and courseware which may include:

· teacher resource packs developed by Pearson including materials and activities to fully support your teaching of units
· student study texts across a range of mandatory and optional units to support your students throughout their programme of study.

Support for assessment

Sample assessment materials for internally-assessed units

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally set units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see www.pearson.com/english

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International Level 3 qualifications. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Regional teams– they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 3 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC International Level 3 qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1: Links to industry standards

BTEC International Level 3 qualifications have been developed in consultation with industry and appropriate sector bodies to ensure that content and the approach to assessment align closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

Appendix 2: Transferable employability skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.' [1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework [2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.

The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in Travel and Tourism, it indicates the interpretation of the skills in this area. A full interpretation of each skill, with mapping to show opportunities for learner development, is given on the subject pages of our website: http://qualifications.pearson.com.

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	Critical thinking Problem solving Analysis Reasoning/argumentation Interpretation Decision making Adaptive learning Executive function	Developing the ability to make a persuasive case in the field of travel and tourism and new technologies, supporting one or more arguments, including the ability to create a balanced and evaluated argument.
	Creativity	Creativity Innovation	
Intrapersonal skills	Intellectual openness	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity	
	Work ethic/ conscientiousness	Initiative Self-direction Responsibility Perseverance Productivity Self-regulation (metacognition, forethought, reflection) Ethics Integrity	Using knowledge of the travel and tourism industry independently (without guided learning) to further own understanding of the industry, for example keeping abreast of world events and factors affecting the travel and tourism industry.
	Positive core self-evaluation	Self-monitoring/ self-evaluation/ self-reinforcement	
Interpersonal skills	Teamwork and collaboration	Communication Collaboration Teamwork Cooperation Empathy/perspective taking Negotiation	Advocating the position of another in an oral presentation.
	Leadership	Responsibility Assertive communication Self-presentation	

Appendix 3: Sustainability

Learning for a better world

As the world's leading learning company, creating a more sustainable world is a natural part of everything we do. Learning itself is the greatest force for change in our world and helping people gain knowledge and skills is, inherently, a way to improve our planet and our society. We do that everyday by turning our products into vibrant learning experiences, focusing on our people, and protecting our planet.

Our sustainable business strategy

We are aligning with the United Nation's Sustainable Development Goals that represent the environmental, social and governance areas in which we can make the biggest positive impact.

Our sustainable business strategy focuses on:

- **Products** – *driving learning for everyone with our products*

  We're widening access to learning for more people and ensuring our products have measurable outcomes.

- **People** – *empowering our people to make a difference*

  We're building a culture of belonging, along with a performance culture, so our people can make a real difference at scale.

- **Planet** – *leading responsibly for a better planet*

  We're reducing our environmental footprint and working with like-minded partners.

The United Nations' Sustainable Development Goals (SDGs) exist to achieve a better and more sustainable future for all. We contribute towards the following Sustainable Development Goals.
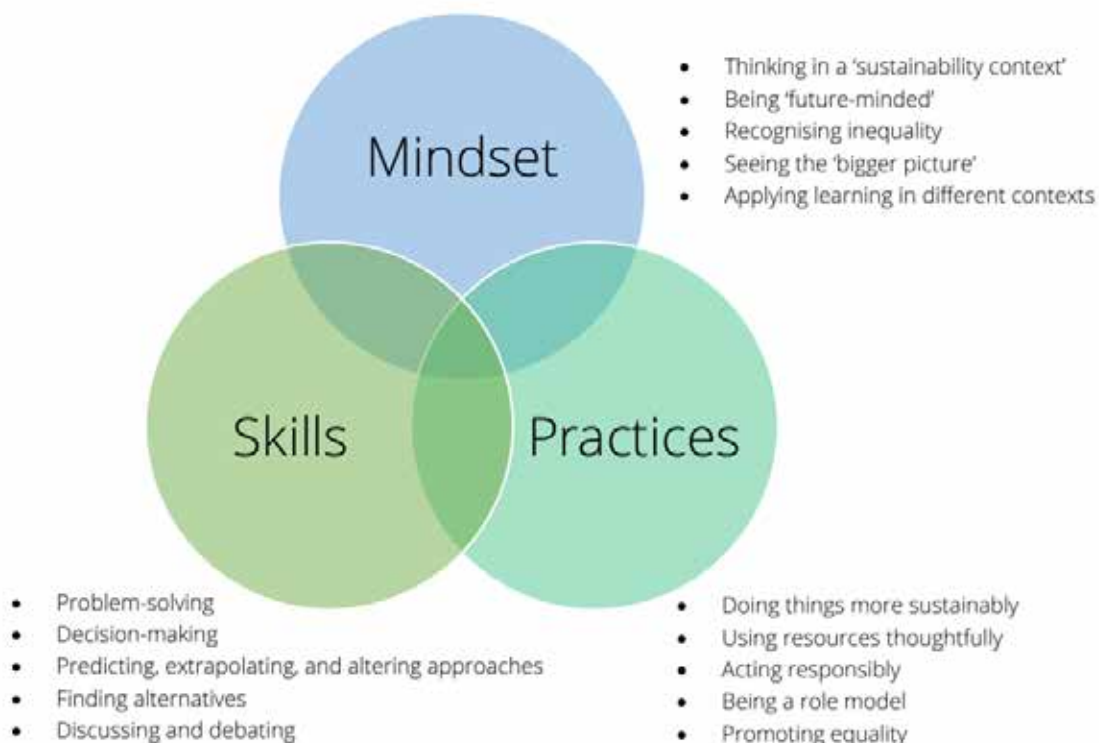

More detailed guidance on our sustainable business strategy and how we are contributing towards these goals, is available on our website at https://plc.pearson.com/en-GB/sustainability

Embedding sustainability into our qualifications

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has identified a series of cross-cutting sustainability and specialised SDG competencies, which is reflected in our qualifications.

We see sustainability in the context of our qualifications, assessments and teaching and learning resources, and how we can embed sustainability in a meaningful and pragmatic way, in three distinct areas: mindset, skills and practices.

Mindset
- Thinking in a 'sustainability context'
- Being 'future-minded'
- Recognising inequality
- Seeing the 'bigger picture'
- Applying learning in different contexts

Skills
- Problem-solving
- Decision-making
- Predicting, extrapolating, and altering approaches
- Finding alternatives
- Discussing and debating

Practices
- Doing things more sustainably
- Using resources thoughtfully
- Acting responsibly
- Being a role model
- Promoting equality

Embedding sustainability mindset

Throughout the delivery of our BTEC Internationals, there are many opportunities to discuss sustainability topics with learners in the context of their qualification. A sustainability 'mindset' means that learners will ask the question of every topic, 'How is this sustainable?' or 'How does this affect people, the planet, and my future?'

Topics you could address in the 'sustainability mindset', are as follows:

- Energy usage
- Pollution
- Climate impact
- Human resources involved
- The global context.
- People – empowering our people to make a difference

Embedding sustainability skills

Any successful qualification teaches learners knowledge, skills and behaviours associated with a particular topic but often it is the cross-cutting skills that learners learn that end up having the most value in the long-term. Whilst we feel that a sustainable 'mindset' is vitally important to learners recognising and being able to think sustainably in the long-term, we feel that the embedding of sustainability skills is equally important because it means they will be able to 'do' something about the issue they identify through their new-found awareness of sustainability. The skills we are advocating are complementary to the skills they will develop as a matter of course on their BTEC International qualification but in this context, are given a new focus and importance.

Embedding sustainability practices

Less directly linked to the subject of a learner's study, sustainability practices are the actions and behaviours that we can encourage learners to take and develop that will enhance the sustainability of the course's delivery and their ability to make decisions and take actions that are more sustainable.

This may extend to the way they travel to school/college, the way they submit their assignment work, or the way resources are used and respected. In many ways, this is core of encouraging sustainability awareness because this is where the academic becomes practical as learners are encouraged to apply their learning in real-world ways. This aspect should complement the other key areas of sustainability covered in this section.

Our approach to sustainability in the Pearson BTEC International Level 3 in Travel and Tourism

We have considered how this qualification achieves the Sustainability Development Goals (SDGs) and Cross Cutting Skills, defined by the United Nations. Whilst acknowledging that sustainability can be approached in many ways in the design, teaching and assessment of this qualification – we have embedded sustainability by exemplifying the unit content and topic areas and provided additional guidance, with examples in the assessment guidance sections of this specification, where relevant.

In addition, the following unit(s) in the Pearson BTEC International Level 3 in Travel and Tourism explicitly includes learning aims which highlights the importance of sustainability and the effects it has within the industry.

- Unit 7: Sustainable Tourism.

We have also further developed our assessments, and teaching and learning resources to strengthen and support the mindset, skills and practices we want your learners to embrace when they think about sustainability in the real-world.

Delivering Sustainability through Classroom Activities

Sustainability is an area that can be addressed by all vocational subjects. Teachers should consider how they can actively address sustainability as they deliver subject content and create awareness of sustainability. Examples of this could include:

- Use of sustainability related case studies to reinforce topics delivered:
    - The use of non-fossil fuel to power cars and aircraft
    - How attitudes towards the carbon footprint of food and raw materials have affected manufacturing and logistical processes
    - Sustainable travel and tourism
    - Social entrepreneurship and sustainable practices
    - Sustainable agricultural practices
    - Sustainability in art and the portrayal of visual images and artefacts
    - Repurposing of land and buildings to reduce the release of harmful materials into the environment
    - Poverty reduction and job growth
- Considering the long-term impact on the environment and climate by the organisations and vocational sectors being studied:
    - The disposable of materials and chemicals from manufacturing processes
    - The use of solar power and green energy to heat buildings and to power machinery
    - Organisational culture and adoption of sustainable business practices

More detailed guidance about our approach, with examples of how you can embed sustainability into the qualifications you deliver, is available on our qualifications website.

Appendix 4: Glossary of terms used

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Carry out	Learners demonstrate skills through practical activities, carrying out or executing what has to be done in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience.
Create	Learners bring something into existence, e.g. itineraries, plans or proposals.
Demonstrate	Learners' work, performance or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Design	Learners apply skills and knowledge to the process of deciding on the form, function and characteristics of a product, service or process.
Develop	Learners acquire and apply skills and understanding through practical activities that involve the use of concepts, processes or techniques to expand or progress something.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Examine	Learners select and apply knowledge to less familiar contexts.
Explore	Learners apply their skills and/or knowledge in contexts involving practical research or investigation.

Term	Definition
Investigate	Learners' application of knowledge is based on personal research and development.
Prepare	Learners gather materials, information, techniques and/or procedures in readiness to undertake a process and/or make something ready for use.
Reflect (on)	Learners consider their own performance and/or skills and development in relation to a specific scenario or scenarios and/or wider context(s). This may include feedback from others. There is often a requirement for learners to identify strengths and areas for improvement, along with a personal development or action plan.
Review	Learners make a formal assessment. They appraise existing information, or prior events, or reconsider information with the intention of making changes if necessary. This may or may not be in the context of own learning and skills development.
Understand	Learners demonstrate knowledge related to defined situations.
Analyse	Learners present the outcome of methodical and detailed examination either: · breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or of information or data to interpret and study key trends and interrelationships. Analysis could be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion.

Term	Definition
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject and explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Complete	Learners make or do all the necessary parts in order to finish a task.
Explain	Learners provide detail and reasons and/or evidence to support an opinion, view or argument.
Identify	Learners indicate the main features or purpose of something by recognising it, locating it and/or being able to discern and understand facts or qualities, e.g. a geographical feature or destination on a map.
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Justify	Learners give reasons or evidence to: · support an opinion; or · prove something right or reasonable.
Outline	Learners' work, performance or practice provides a summary, overview or brief description of something.
Participate	Learners take part in a practical activity in order to demonstrate knowledge and/or skills in relation to a specific task or context.
Plan	Learners create a way of carrying out a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish or progress within specified points in the task(s).
Plot	Using maps and/or plans, diagrams and charts with multiple points, learners apply knowledge and/or skills to accurately identify and/or show the relationship between specific points or items.

Term	Definition
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a proposal, plan, product, service or report.
Recommend/make recommendations	Learners suggest particular action(s) that should be done.
Research	Learners proactively seek information from primary and secondary sources.

This is a key summary of the types of evidence used for BTEC International Level 3 qualifications.

Type of evidence	Definition and purpose
Article	Information on a specified topic or related topics, usually based on information gathered during relevant research and presented in a format that considers the requirements of a specified audience, using appropriate tone, language and structure. Examples could include creating content for a newspaper, magazine, journal or website.
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Costing/financial costing	Information that is presented in an appropriate financial format, detailing the estimated cost of doing or producing something, e.g. a travel itinerary or an event.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill(s) development.
Email	A communication that gives information and is written using appropriate technology for a defined purpose in a task or activity.

Type of evidence	Definition and purpose
Guide	Information presented in written or other forms, e.g. diagrams, charts, slideshows, video clips. Offers information and/or advice to a particular audience on a specified subject or issue, e.g. destination guide.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Itinerary	A structured travel document giving a range of details and information with dates, times and places.
Letter	Written communication for a defined purpose in a task or activity. Usually the letter is required to meet stipulated criteria in terms of structure and/or format and level of formality.
Logbook/journal	Completion of a log or journal, usually in the context of work experience in order to record skills, knowledge and understanding acquired for employability. Also used to record reflective accounts and plan for personal and professional development. Learners must keep all other relevant evidence, including witness statements and observation records with their logs.
Observation record/statement/sheet	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.

Type of evidence	Definition and purpose
Personal development plan/personal skills development plan	A plan produced by learners to record, evaluate and act on areas of strength and weakness. Specific actions to improve knowledge and/or skills will be included in the plan, along with goals and ways of measuring progress.
Personal/professional development portfolio	A record kept by learners to show their process of personal and/or professional development. Used to show method, self-management and skill(s) development to meet required outcomes for assessment purposes.
Plan	Learners produce a plan as an outcome related to a specific or limited task/series of tasks that require(s) learners to achieve specified requirements or objectives.
Presentation	Learners provide information and/or an item(s). The presentation may be given through oral or practical demonstration to a specified audience and goal, often using visual slides or other visual aids to show information.
Portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and work that has been undertaken to be assessed as evidence to meet required skills outcomes.
Poster/leaflet	Documents providing well-presented information for a specified purpose.
Professional supporting documentation	Documents such as letters, emails, spreadsheets or memos that are produced by learners to support another item of evidence, e.g. a proposal, costing, itinerary or plan. The supporting documents usually provide contextual or additional information such as an introduction, rationale or timeframe for the other item of evidence.

Type of evidence	Definition and purpose
Proposal	A plan that defines and outlines something to be designed and/or developed and/or implemented. The proposal usually also outlines the methods/ processes/procedures and resources required in order to achieve a desired objective/outcome. A research proposal outlines details of an issue to be investigated and how the research will be conducted. It also includes a plan that needs to be designed to set targets, monitor progress and help ensure that the aims of the research project are achieved.
Reference list	A detailed list of books and other sources referred to during learners' research.
Report	Learners adhere to protocols, codes and conventions in setting out findings or judgements in an objective way. A formal report will adhere to a given structure making use of headings and sub-headings, e.g. a heading, introduction, findings, conclusion and recommendations.
Research portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and enquiry work that has been undertaken to be assessed as evidence to meet required skills outcomes. The research portfolio contains evidence of primary and/or secondary research.
Resource portfolio	A collection of relevant documents or other forms of information on a specified issue or number of specified issues. The production of the resource portfolio could be a stand-alone task or inform another task that is to be carried out, e.g. a presentation, plan or proposal.
Role play/simulated activity	A multi-faceted activity simulating realistic work situations.

Type of evidence	Definition and purpose
Teacher observation	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities and role play) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.
Witness statement(s)	Used to provide a written record of learners' performance against targeted assessment criteria, often (but not exclusively) in the context of work experience. Any competent person who has witnessed the skills being demonstrated can complete a witness statement, including staff who do not have direct knowledge of the qualification, unit or evidence requirements, but who are able to make a professional judgement about learners' performance in a given situation.

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