Pearson
BTEC Level 3 National Extended Diploma in Travel and Tourism

Specification

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First teaching September 2019

Issue 6

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 25,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 6. 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 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62 per cent of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

Why are BTECs so successful?

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

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

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

A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an Apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Nationals in Travel and Tourism will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

Summary of Pearson BTEC Level 3 National Extended Diploma in Travel and Tourism specification Issue 6 changes

Summary of changes made between the previous issue and this current issue	Page number
Unit 13: Work Experience in Travel and Tourism Guided learning hours were corrected to 60.	Pages 147

Summary of Pearson BTEC Level 3 National Extended Diploma in Travel and Tourism specification Issue 4 and 5 changes

Summary of changes made between the Issue 3 and Issue 5	Page number
Addition of progression routes to BTEC Higher Nationals.	Pages 10-11
Changes made to *Unit 1: The World of Travel and Tourism* unit content area C2 to amend from 'transport principles' to 'transport principals'.	Page 25
Changes made to *Unit 9: Visitor Attractions* Essential information for assessment decisions wording for Learning aims A and B, for clarity.	Pages 112-113

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 BTEC National qualifications for the travel and tourism sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Extended Diploma in Travel and Tourism. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of travel and tourism qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between sizes. The qualification titles are given below.

Some BTEC National qualifications provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses and job roles related to a particular sector. They provide progression either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them.

In the travel and tourism sector these qualifications are:

Pearson BTEC Level 3 National Certificate in Travel and Tourism (603/1224/5)

Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism (601/9023/1)

Pearson BTEC Level 3 National Foundation Diploma in Travel and Tourism (601/9024/3).

Pearson BTEC Level 3 National Diploma in Travel and Tourism (603/4695/4)

Pearson BTEC Level 3 National Extended Diploma in Travel and Tourism (603/4696/6).

The Certificate (180 GLH), Extended Certificate (360 GLH) and Foundation Diploma (510 GLH) are approved as Applied General qualifications for 2020 performance measures by the DfE. The Diploma (720 GLH) and Extended Diploma (1080 GLH) are not currently recognised for performance measures.

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

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

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite, depending on the nature of the units in each qualification and the expected time for other required learning.

The following table shows all the qualifications in this sector and their GLH and TQT values.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Level 3 National Certificate in Travel and Tourism	180 GLH (240 TQT) Equivalent in size to 0.5 of an A Level. 2 units, both mandatory, of which 1 is external. Mandatory content (100%). External assessment (50%).	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 Nationals or A Levels.
Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism	360 GLH (480 TQT) Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).	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 Nationals or A Levels.
Pearson BTEC Level 3 National Foundation Diploma in Travel and Tourism	510 GLH (680 TQT) Equivalent in size to 1.5 A Levels. 6 units of which 4 are mandatory and 2 are external. Mandatory content (76%). External assessment (41%).	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 Nationals or A Levels.

Title	Size and structure	Summary purpose
Pearson BTEC Level 3 National Diploma in Travel and Tourism*	720 GLH (960 TQT) Equivalent in size to two A Levels. 8 units of which 6 are mandatory and 2 are external. Mandatory content (83%). External assessment (29%).	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 Nationals or A Levels.
Pearson BTEC National Extended Diploma in Travel and Tourism*	1080 GLH (1440 TQT) Equivalent in size to three A Levels. 13 units of which 8 are mandatory and 2 are external. Mandatory content (73%). External assessment (19%).	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.

* The Diploma and Extended Diploma are not eligible for performance tables in England.

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 Level 3 National in Travel and Tourism is shown in *Section 2*. **You must refer to the full structure to select units and plan your programme.**

Key

	Unit assessed externally	**M**	Mandatory units	**O**	Optional units

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)	Foundation Diploma (510 GLH)	Diploma* (720 GLH)	Extended Diploma* (1080 GLH)
1 The World of Travel and Tourism	90	M	M	M	M	M
2 Global Destinations	120		M	M	M	M
3 Principles of Marketing in Travel and Tourism	90	M	M		M	M
4 Managing the Customer Experience in Travel and Tourism	90			M	M	M
5 Travel and Tourism Enterprises	90			M	M	M
6 Specialist Tourism	60			O	O	O
7 Sustainable Tourism	60			O	O	O
8 The Airport Experience	60			O	O	O
9 Visitor Attractions	60		O	O	O	O
10 Passenger Transport	60			O	O	O
11 Events, Conferences and Exhibitions	60		O	O	O	O
12 Working Overseas	60			O	O	O
13 Work Experience in Travel and Tourism	60			O	O	O
14 The Cruise Industry	60				O	O
15 Recruitment and Selection in Travel and Tourism	60				O	O
16 Researching Current Travel Trends and Key Issues in Travel and Tourism	120				M	M
17 Managing Accommodation Services	90					M
18 The UK as a Tourist Destination	90					M

* The Diploma and Extended Diploma are not eligible for performance tables in England.

Qualification and unit content

Pearson has developed the content of the new BTEC Nationals 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 attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, planning and completing tasks to high standards, which are valued in both the workplace and in higher education.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

Assessment

Assessment is specifically 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. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

The styles of external assessment used for qualifications in the travel and tourism suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available twice a year. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. 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*.

In line with the requirements and guidance for internal assessment, 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.

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 see *Section 6*.

Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units that contain a synoptic assessment task. Synoptic assessment must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally- or externally-assessed units. The particular unit that contains the synoptic tasks for this qualification is shown in the structure in *Section 2*.

Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7*.

Grading for units and qualifications

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

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. 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* 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 qualification.

UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

1 Qualification purpose

Pearson BTEC Level 3 National Extended Diploma in Travel and Tourism

In this section, you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

Who is this qualification for?

The Pearson BTEC Level 3 National Extended Diploma in Travel and Tourism is 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.

The qualification is part of the BTEC National suite consisting of 5 nested qualification sizes (180, 360, 540, 720 and 1080 GLH). The three smaller sized qualifications are approved for the 2020 DFE performance measured tables. The two larger sizes are two- year programmes or they can be used to 'top up' from the smaller sizes as a second year option, though they won't be on performance measures.

The 1080 GLH qualification is equivalent to three A-Levels and would be suitable for learners who wish to specialise in Travel and Tourism only as part of a two-year study programme without the need for any supplementary study. Learners wanting to take this BTEC will have successfully completed a Level 2 programme of learning, with GCSEs or vocational learning.

This qualification gives learners the opportunity to cover the travel and tourism sector and develop geographical and business knowledge and skills through the extensive common core, complemented by a selection of optional units.

What does this qualification cover?

The objective of the qualification is to support progression to higher education. The content of this qualification has been developed in consultation with higher education providers to ensure that it supports this progression as it offers knowledge and skills relevant to a range of different sectors including business, management, marketing, hospitality and leisure. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice.

This qualification includes eight mandatory units covering the following content areas.

- The travel and tourism industry– the travel and tourism industry in the UK is growing and is of major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.
- Different types of destinations and their importance – learners will research the features and appeal of global destinations.
- Marketing – learners will focus on how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage customers.
- Customer service – learners will explore and apply ways of managing internal and external customer experience to support organisational success and develop their customer service skills.
- Enterprise and entrepreneurship – learners will carry out research to identify a gap in the market for a new travel and tourism enterprise. They will develop a plan and marketing strategy and organise a pitch of the new idea to generate interest.
- 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 in large scale accommodation organisations.
- The importance of the UK as a tourist destination – learners will investigate and analyse the UK as a tourist destination for both inbound and domestic tourists. They will develop knowledge of how to carry out research, apply geographical knowledge and meet financial and client requirements in order to fulfil a given brief.

In order to support the development of knowledge and skills needed for HE progression to courses in travel and tourism or associated sectors, learners are also required to study at least two specialist units in the following areas:

- specialist tourism
- sustainable tourism
- the airport experience
- visitor attractions
- passenger transport
- events, conferences and exhibitions
- working overseas
- the cruise industry
- recruitment and selection
- work experience in the travel and tourism sector.

What could this qualification lead to?

The qualification is intended to carry UCAS points and is recognised by higher education providers as meeting admission requirements to many relevant courses.

Learners can progress to degree courses such as:

- BA (Hons) in Hospitality, Leisure, Sport and Tourism (includes Travel Management; Event Management; Tourism Management; Transport Studies; Air, Land and Sea travel; Hospitality Management; Recreation and Leisure Studies; Spa, Salon or Sport Management)
- BA (Hons) in Business Studies
- BA (Hons) in Business Management with Accounting and Finance
- BA (Hons) in Marketing
- BA (Hons) in International Tourism Management
- BA(Hons) in Geography and Tourism
- Bsc (Hons) in Geography and Environmental Management.

Learners should always check the entry requirements for degree programmes with specific higher education providers. After this qualification, learners can also progress directly into employment, however it is likely that many will do so via higher study.

As part of their higher study choices, learners may also choose to progress to a BTEC Higher National (HN) qualification. HNs are widely supported by higher education and industry as the principal vocational qualifications at Levels 4 and 5 and are designed to reflect the increasing need for high quality professional and technical education at Levels 4 and 5. They provide learners with a clear line of sight to employment and to a degree at Level 6 if they choose. The Pearson BTEC Level 3 National Extended Diploma in Travel and Tourism meets the admission requirements for:

- Pearson BTEC Level 4 Higher National Certificate in International Travel and Tourism Management
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Aviation)
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Destination Management)
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Events)

- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Innovation, Culture and Heritage)
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Sustainable Management)
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Tour Operations).

In addition to the travel and tourism sector-specific content, the requirements of the qualification will mean that learners develop skills such as self-confidence, self-presentation, personal discipline and time management, which are highly regarded by higher education providers and employers. These skills support learner progression into higher education or employment in a range of sectors.

How does the qualification provide employability skills?

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to 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.

How does the qualification provide knowledge and skills for higher education?

All BTEC Nationals provide knowledge and skills that prepare learners for progression to university. The skills that universities value include:

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

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

- reading technical texts
- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees.

2 Structure

Qualification structure

Pearson BTEC Level 3 National Extended Diploma in Travel and Tourism

Mandatory units

There are eight mandatory units, six internal and two external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

Optional units

Learners must complete at least five optional units.

Unit number	Unit title	GLH	Type	How assessed
Pearson BTEC Level 3 National Extended Diploma in Travel and Tourism				
	Mandatory units – learners complete and achieve all units			
1	The World of Travel and Tourism	**90**	**Mandatory**	External
2	Global Destinations	**120**	**Mandatory**	External
3	Principles of Marketing in Travel and Tourism	**90**	**Mandatory**	Internal
4	Managing the Customer Experience in Travel and Tourism	**90**	**Mandatory**	Internal
5	Travel and Tourism Enterprises	**90**	**Mandatory**	Internal
16	Researching Current Travel Trends and Key Issues in Travel and Tourism	**120**	**Mandatory and Synoptic**	Internal
17	Managing Accommodation Services	**90**	**Mandatory**	Internal
18	The UK as a Tourist Destination	**90**	**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	Passenger Transport	**60**	**Optional**	Internal
11	Events, Conferences and Exhibitions	**60**	**Optional**	Internal
12	Working Overseas	**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

External assessment

This is a summary of the type and availability of external assessment, which is of units making up 19 per cent of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 1: The World of Travel and Tourism	• Written examination set and marked by Pearson. • 1.5 hours. • 75 marks.	**Jan and May/June** **First assessment May/June 2020**
Unit 2: Global Destinations	• A task set and marked by Pearson and completed under supervised conditions. • Learners are given information two weeks before a supervised assessment period in order to carry out research. • The supervised assessment period is undertaken in a single session of three hours. • 60 marks.	**Jan and May/June** **First assessment May/June 2020**

Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of a defined vocational task. Within the assessment for *Unit 16: Researching Current Travel Trends and Key Issues in Travel and Tourism*, 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. Learners will apply their knowledge and understanding of the sector to develop a research proposal on a current travel trend and key issue*.

In assessing the unit assignments will require learners to select from and apply their learning from across their programme. The unit provides further information.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers.
See *Section 4* for more information.

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. There are two types of unit format:

- internal units
- external units.

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.

Internal units

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 and it appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This shows if the unit is internal or external only. See structure information in *Section 2* for full details.
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	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 designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
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 2*.
Summary of unit	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
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.

Section	Explanation
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 2*. 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.
Further information for teachers and assessors	The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.
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*.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.
Links to other units	This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

External units

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 and it appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This shows if the unit is internal or external only. See structure information in *Section 2* for full details.
GLH	Units may have a GLH value of 120, 90 or 60 GLH. 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	A brief formal statement on the content of the unit.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Essential content	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
Grade descriptors	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
Key terms typically used in assessment	These definitions will help you analyse requirements and prepare learners for assessment.
Resources	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*.
Links to other units	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

Index of units

This section contains all the units developed for this qualification. Please refer to *page 5* to check which units are available in all qualifications in the travel and tourism sector.

Unit 1: The World of Travel and Tourism

Level: **3**

Unit type: **External**

Guided learning hours: **90**

Unit in brief

This unit provides the foundation for learners to study other units in travel and tourism. They 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 in the UK is growing and is of major importance to the economy. In this unit, you will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK. There are many influences on the industry and they are changing all the time. Some of them are within the control of travel 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 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 understand how the organisations work together to benefit both themselves and their customers and you should be able to name examples of the key organisations in all sectors.

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.

Summary of assessment

This unit is assessed by a written examination set and marked by Pearson.

The examination will be 1.5 hours in length.

The number of marks for the examination is 75.

The assessment availability is January and May/June each year. The first assessment availability is May/June 2020.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of the travel and tourism industry, types of tourism and organisations involved

Command words: complete, describe, give, identify, outline

Marks: ranges from 2 to 4 marks

AO2 Apply knowledge and understanding of the travel and tourism industry and factors affecting the industry to real-life travel and tourism scenarios

Command words: analyse, assess, calculate, describe, discuss, evaluate, explain

Marks: ranges from 4 to 12 marks

AO3 Analyse information and data from the travel and tourism industry, identifying trends and the potential impact of different factors on the industry and its customers

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

AO4 Evaluate how information and data can be used by the travel and tourism industry to make decisions that affect organisations and customers

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

AO5 Make connections between the factors that influence the travel and tourism industry and how the industry responds to minimise the potential impact on organisations and customers

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Types of travel and tourism

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:

- domestic – taking holidays and trips inside your country of residence
- inbound – visitors from overseas coming into the country
- 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:
  - short breaks – city breaks, countryside breaks, stag and hen
  - holidays – package, independent, cruises
  - special events – major sporting occasions, seasonal events.
- Corporate 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.
  - Meetings, conferences, exhibitions.
  - Training – self or others.
  - Short-term work contracts – elsewhere in the UK or overseas.
  - Incentive travel – defined as a trip offered as reward for good performance in your job.
- Specialist travel – this is usually linked with the purpose of travel – a hobby, sport, interest, or to meet specific needs of the type of customer:
  - adventure
  - health
  - education
  - heritage, culture
  - gap year
  - conservation, sustainable tourism, responsible travel
  - special interests/hobbies/sports
  - weddings/honeymoons.
- Visiting Friends and Relatives (VFR):
  - may be domestic, inbound or outbound
  - involves overnight stay, usually in home of friend or relative
  - will involve travelling away from home area or region
  - may involve travelling to another country
  - could be for leisure or business purpose.
- Day trips – visits that do not involve an overnight stay:
  - visitor attractions
  - cities for specialist shopping or events
  - countryside for relaxation or activities.

A3 Types of travel and tourism customer

- Individuals and couples, families with a range of ages and structures.
- Groups, educational, senior citizens, special interest.
- Corporate travellers.
- Customers with specific requirements – different languages or cultures, specific needs – visual, hearing or mobility.

B The types of travel and tourism organisations, their roles and the products and services they offer to customers

B1 Ownership and operating aims

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

- Private:
  - characteristics – owned by private individual(s) or company, may be a public limited company (PLC) on stock market, could be large multinational company, may be SME (small to medium-sized enterprise), will be staffed by paid employees
  - aims – usually financial, 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
  - organisations – tour operators, travel agents, most transport organisations and hubs, most large visitor attractions, most accommodation providers.
- Public:
  - characteristics – owned or funded by the government – local or national, will be staffed by paid employees but may also be supported by volunteers
  - aims – to provide a service to the public, to use funding appropriately, to maintain best quality service, to financially break-even, to ensure that service levels are maintained to reinvest profit to improve services
  - organisations – tourist information centres, tourist boards, some smaller visitor attractions, some local transport organisations, most regulatory bodies, government bodies.
- Voluntary sector:
  - characteristics – funded by grants, donations, legacies, entry fees, staffed by volunteers though larger organisations, will also have paid employees or tenants, most have charitable status
  - aims – to preserve or protect the environment, buildings, landscape features; to campaign or lobby against inappropriate developments; conservation; sustainability
  - organisations – some visitor attractions, including natural; some transport; charities.

B2 The key sectors of the travel and tourism industry – components of their role, and the products and services they offer to different types of customer

Each key sector will comprise a range of organisations, from small, local companies to large, multinational businesses, and examples of organisations for each sector will need to be provided. Products and services may be tangible or intangible.

- Transport principals:
  - components:
    - air – scheduled, charter, low cost or no-frills
    - sea – ferry, cruises
    - road – bus, coach, hire car, private car, taxi
    - rail – local, national and international, high speed
  - role – to provide transport between destinations, to ensure safety
  - products and services – transport for passengers and luggage, catering, entertainment, information, shopping.
- Transport hubs and gateways:
  - components:
    - airports
    - rail and coach stations
    - ferry and cruise ports
  - role – to provide access for passengers to transportation, to ensure safety
  - products and services – check-in desks, information, catering, shopping, lounge facilities.

- Tour operators:
  - components:
    - mass-market, package
    - special interest, niche, luxury
    - tailor-made, dynamic packages
  - role – to assemble and operate package holidays comprising two or more products or services at an inclusive price. The packages then can either be sold directly or through travel agents
  - products and services – package holidays, accommodation, transfers, excursions, information on destinations, representative service in resorts.
- Travel agents:
  - components:
    - retail or high street, multiple, miniple, independent, franchised, specialist
    - online or web-based
    - call centres
    - business, conference and incentive
  - role – to provide expert advice and guidance; arranging and booking transport and package holidays or individual components and ancillary items
  - products and services – information on destinations and transport; holiday brochures; all types of package holidays; individually booked components – tailor-made packages; accommodation; flight only; ferries; cruises; coach tours; transfers, both in UK and overseas; excursions; holiday insurance; foreign exchange; passports, visas and health advice to travellers.
- Visitor attractions:
  - components:
    - natural areas – national parks
    - natural features – beaches, caves, cliffs, mountains, hills, waterfalls, islands, forests
    - purpose built or man-made – theme parks, museums, art galleries
    - historical or heritage – castles, walls, ruins, towers, monuments, religious, houses, palaces
    - sports – spectating, participating, stadium tours
    - special events – markets, festivals, parades, exhibitions
  - role – to provide entertainment, education, recreation, hospitality, special events, and facilities for visitors – parking
  - products and services – rides, experiences, interpretation, guidebooks, information boards, exhibits, guided tours, educational talks, hospitality, gift and souvenirs shops, catering.
- Accommodation:
  - components – catered accommodation
    - hotels (star rated, spa, golf resorts)
    - bed and breakfasts, guest houses, chalets (in ski resorts)
    - youth hostels
  - components – self-catered or non-catered accommodation
    - cottages, apartments, boats, log cabins, chalets
    - motels, aparthotels
    - caravans, static or touring
    - motorhomes
    - tents, including glamping, yurts, tepees
  - role – to provide different accommodation options according to customer type, needs and budget
  - products and services:
    - catered – room, reception, restaurant and bar, housekeeping, leisure facilities, gym or health club, conference and business facilities, entertainment
    - self-catered – rooms, kitchen, tent or caravan pitch, entertainment, sports facilities, amenities such as laundry and showers.

- Trade associations, government departments and regulatory bodies:
  - components:
    - ABTA, The Travel Association
    - Association of National Tourist Office Representatives (ANTOR)
    - Association of Independent Tour Operators (AITO)
    - Civil Aviation Authority (CAA) which issues the Air Travel Organisers Licence (ATOL)
    - International Air Transport Association (IATA)
    - Department for Culture Media and Sport (DCMS)
    - Foreign and Commonwealth Office (FCO)
  - roles – to provide information and support to organisations; to define, apply and ensure compliance with rules and regulations which ensure safe operations; to protect customers financially; to ensure high standards; to lobby the government on behalf of customers and organisations; to repatriate travellers
  - products and services – logos, 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):
  - components:
    - United Nations World Tourism Organisation (UNWTO)
    - VisitBritain, VisitEngland, Tourism NI (Northern Ireland), VisitScotland, VisitWales
    - destination management organisations (DMO)
    - regional
    - local tourist information centre
  - role – to provide information to organisations and customers or prospective customers; to market and promote destinations and organisations; to sell products, merchandise and services relating to location; to research and produce statistics
  - products and services – brochures, leaflets, websites, mailing lists, merchandise.

B3 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. These have potential advantages and disadvantages to both the organisations and their customers.

- Distribution channels – 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'.
- Potential advantages of interrelationships and interdependencies – shared costs and economies of scale, increased sales, better image, reputation, customer care, more customers, more income.
- Potential disadvantages of interrelationships and interdependencies – 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 – where 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.

B4 Technology in travel and tourism

Technology, including mobile and digital technology, is used by different organisations in the industry, and there are potential advantages and disadvantages of its use to both businesses and their customers.

- Technology for communication, booking and promotion:
  - ebrochures and websites
  - reviews, blogs, virtual tours, videos
  - mailshots, popups, adverts
  - making and confirming bookings
  - emailing tickets and vouchers
  - apps for mobile and digital devices.
- Technology specific to different organisations:
  - visitor attractions – multimedia presentations, animatronics, interpretation, fast-track tickets, webcams
  - transport hubs and gateways – self-service check-in, body and baggage scanners
  - accommodation, for check-in, for in-room entertainment, for information
  - travel agents, transport principals and tour operators – for eticketing, mticketing, payment systems, displaying availability, seat selection.

C The scale of the travel and tourism industry

Travel and tourism is one of the largest industries in the service sector in the UK. The scale of the industry can be measured locally, nationally and internationally, in terms of employment, visitor numbers, income and spending, and trends analysis, including how these change over time and the reasons for the changes.

C1 Importance of the UK as a global destination

- Tourist numbers:
  - world ranking
  - tourist arrivals
  - main generating areas.
- Economic importance:
  - value of inbound tourism, tourism receipts and employment
  - contribution of tourism to UK balance of payments and gross domestic product (GDP)
  - the UK's role in international tourism.

C2 Employment in travel and tourism

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

- Direct employment in travel and tourism:
  - transport principals
  - transport hubs and gateways
  - 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.
- Roles:
  - customer-facing, including telephone and web-based roles
  - support or administration
  - graduate programmes or trainees
  - managerial and supervisory.

C3 Visitor numbers

The scale of the industry can be measured by looking at visitor numbers, and these can be broken down into types of tourism. Statistics showing trends in types of tourism are a good way of analysing growth and decline.

- Visitor numbers by type of tourism:
  - inbound
  - outbound
  - domestic
  - business
  - VFR
  - day trips.
- Visitor numbers by other factors:
  - type of transport
  - country of origin or destination
  - accommodation type
  - region or city visited
  - by types of activities carried out.
- Trends:
  - growth areas of origin and destination
  - changing purpose of visit
  - transport type used
  - length of stay
  - increase and decline in popularity of destinations, tourism types.

C4 Income and spending

Income can relate to both individual organisations and to the income of a country.

- Income and turnover:
  - contribution to GDP – defined as the value of a country's economy
  - leakage – defined as tourist income that comes into a country but is not retained by that country
  - multiplier effect – defined as direct spending by tourists, which is circulated through the economy on indirect products and services
  - profit margins and commission levels.

Statistics on the level of spending and what tourists spend their money on are also a good indicator of the value of tourism to the economy.

- Spending on:
  - accommodation by type
  - food, drink, souvenirs by type
  - transport – local and arrival
  - entertainment
  - admission fees to attractions.

D 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 as detailed below. Examples of appropriate product development will need to be given.

D1 Product development and innovation

These factors have been responsible for the rapid growth in the travel and tourism industry from 1950 to the present day, and are significant for its current and future operations.

- Development and innovation:
  - larger and faster transportation; airport growth; improved accessibility to destination; improved facilities both on transport and in terminals, hubs and gateways
  - increased range of choice in accommodation and increased variety of attractions
  - booking systems, computers, online, mobile, rise of call centres, advances in Computer Reservation System (CRS) and Global Distribution System (GDS) for agents and operators, comparison websites
  - technology, including potential hackers and system failures and maintaining security of data.
- Media factors:
  - increased TV coverage, film locations, adverts
  - social media usage, by organisations and customers
  - influence of social media in research and customer reviews and opinions
  - media coverage of events
  - importance of managing – bad and good press, incidents, image.

D2 Other factors affecting organisations in the travel and tourism industry

There are two types of factors that affect travel and tourism organisations. One type of factor is external, which is a factor outside the control of the organisation. The other type of factor is internal, which is a factor within the control of the organisation.

- Economic factors:
  - recession or growth
  - currency exchange rates and fluctuations
  - available disposable income as a result of changes to mortgage rates, inflation and unemployment rates
  - world oil prices.
- Social and lifestyle factors:
  - changing family structure, one parent families
  - rise of the 'grey' market – increased proportion of retired people
  - changing working patterns
  - current fashions and trends
  - holiday allowance and amount of holiday with pay.

- Government legislation in both the UK and in destinations, relating to:
  - health and safety
  - airport tax/APD (air passenger duty)
  - passport and visa requirements
  - data protection requirements.
- 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 – reactions to disease outbreaks and prevalence of disease
  - e-safety.
- Environmental and climatic:
  - climate change
  - the importance of sustainability
  - extreme weather events – floods, landslides, hurricanes, cyclones
  - natural disasters – volcanic eruptions, earthquakes, tsunami.

D3 Responses of travel and tourism organisations to external and internal factors
- Competitive pricing.
- Increased range and new products and services to match changing and emerging markets.
- Membership of trade organisations for financial protection and repatriation.
- Fuel surcharges on holidays and flights.
- Increased security measures for maintaining security of data and prevention of hacking and system failures.
- Product diversification or specialisation.
- Increased research – local, national and international.
- Updated technology and staff training on legislation, compliance and new systems.
- Public relations management.
- Investment or upgrading facilities or introducing new facilities.
- Variable opening times and flexible staffing arrangements.
- Crisis management and major incident plan.

Grade descriptors

To achieve a grade, learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners will demonstrate knowledge and understanding of the scope of the travel and tourism industry, its terminology and its key components, the types of travel and tourism organisations, their roles and the products and services they offer to customers. Learners can appreciate the challenges faced by individuals and organisations in the travel and tourism industry and how these have been influenced by trends.

Learners will be able to use data to show understanding of the factors influencing the industry. They will have a sound understanding of the scale of the industry and the many factors that affect the growth and operation of organisations in the travel and tourism industry.

Level 3 Distinction

Learners will apply principles and critically evaluate information in the travel and tourism industry to determine and analyse appropriate courses of action. They can apply relevant concepts and models in order to present reasoned evaluations in realistic scenarios. Learners make appropriate judgements and present fully justified recommendations for courses of action based on the analysis of data and information to justify trends. They can use data to support justified conclusions and they can evaluate the potential impact of the many factors that affect the growth and operation of organisations in the travel and tourism industry.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either by breaking down: • a theme, topic or situation in order to interpret and study the relationships between the parts and/or • information or data to interpret and study key trends and interrelationships.
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.
Calculate	Learners work out an answer, usually by adding, multiplying, subtracting or dividing. Sometimes the use of a formula is required.
Complete	Learners enter relevant information or data as required to a table or diagram.
Describe	Learners' work gives a clear objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject.
Discuss	Learners consider different aspects of: • a theme or topic; • how they interrelate; and • the extent to which they are important. A conclusion is not required.
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.
Explain	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view or argument or explain how conclusions are reached. Learners show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose.

Command or term	Definition
Give	Learners provide examples.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Outline	Learners' work provides a summary, overview or a brief description of something.

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
- exemplar materials
- support from local travel and tourism staff as mentors.

Unit 2: Global Destinations

Level: **3**
Unit type: **External**
Guided learning hours: **120**

Unit in brief

Learners investigate and analyse information regarding the features and appeal of global destinations, travel planning, and the factors and trends affecting the changing popularity of global destinations.

Unit introduction

Global destinations are a key aspect of travel and tourism and their appeal is strongly influenced by factors such as their location, access and changing trends.

In this unit, you will use a range of resources to investigate the location and features of global destinations and explain the features that give appeal to global destinations and support different types of tourism. You will evaluate how travel plans/routes/itineraries meet customer needs. You will investigate consumer trends and the reasons the popularity of global 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 in order to meet a given brief.

Summary of assessment

This unit is assessed under supervised conditions. Learners will be given information two weeks before a supervised assessment period to carry out research.

The supervised assessment period is a maximum of three hours in a single session as timetabled by Pearson. During the supervised assessment session, learners will be given a set task that will assess their ability to explain features of destinations and recommend their suitability to meet different customer needs. Learners will also be assessed on their ability to assess travel plans and justify how they meet customer needs. The task will assess learners' ability to evaluate the appeal and popularity of destinations.

Pearson sets and marks the task.

The number of marks for the unit is 60.

The assessment availability is January and May/June each year. The first assessment availability is May/June 2020.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

A01 Demonstrate knowledge and understanding of the location, features and appeal of global destinations

AO2 Apply knowledge and understanding of the features that contribute to the appeal of global destinations and the types of tourism and activities they support

AO3 Evaluate information to make informed decisions about the suitability of travel plans, routes and itineraries to meet the needs of specified customers

A04 Be able to evaluate factors and consumer trends that influence the popularity and appeal of global destinations, synthesising ideas and evidence to support recommendations

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Geographical awareness, locations and features giving appeal to global destinations

Specific terms and features are used to describe the location of destinations on a global scale.

A1 Geographical awareness

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

A2 Features and appeal of destinations

The appeal of global destinations often depends on the features that can be found there.

- Natural attractions: climate, landscape and topography, waterfalls, flora and fauna; natural phenomena – Northern Lights, volcanoes, geysers.
- Weather: interpretation of precipitation, temperature charts, hours of sunshine, seasonal variations.
- Built attractions: cultural heritage, historical sites, religious sites, museums, theme parks.
- Tourist facilities and amenities, their availability and standards:
  o transport and communication links
  o types of accommodation – serviced, self-catering
  o events, entertainment
  o local culture, including food and drink
  o facilities provided for activities, for business, leisure.
- Stage of development as a tourist destination: stages in Butler's tourist area life cycle (TALC) model – exploration, involvement, development, consolidation, stagnation, decline, rejuvenation; emerging, mature

A3 Appeal and types of tourism

Features of global destinations support different types of tourism and tourist activities.

- Cultural: events, ceremonies, festivals; home stays; responsible tourism; dark tourism; religious pilgrimage.
- Leisure: relaxation – swimming, sunbathing; shopping, hobbies; sightseeing – tours, cruises, weddings and honeymoons.
- Nature: safaris, trekking, bird watching; ecotourism; conservation.
- Sports: water based – 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™, Six Nations®.
- 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.

B Potential advantages and disadvantages of travel options to access global destinations

Global destinations have become more accessible via a network of different transport routes and providers. There is now a wide range of travel and transport options available and each has their own advantages and disadvantages depending on a variety of factors, including customer needs.

B1 Different types of gateways and transport hubs and their facilities

- Major and emerging international gateways and their facilities:
  - air – airports and airport codes
  - train terminals – termini for international connections
  - sea ports – ferry ports, cruise ports.
- Transport hubs:
  - integrated transport systems and services.

B2 Potential advantages and disadvantages of travel routes and transport providers

- Modes of transport, potential advantages and disadvantages – air, road, rail, sea.
- Travel routes – departure and arrival gateways, travel times, connections and transfers.
- Transport providers, potential advantages and disadvantages:
  - air carriers – national flag carriers, scheduled, chartered, budget, luxury, private jet
  - ferry operators
  - cruise companies – international, national, regional, local, ocean, river
  - rail operators – scheduled, luxury, heritage, long distance
  - overland travel providers – coach operators, bus companies, safari, expedition, local transport services, taxi.

C Travel planning, itineraries, costs and suitability matched to customer needs

Travel planning involves researching travel routes, transport options and costs. This information is often presented as an itinerary or plan. Potential advantages and disadvantages can be matched for suitability for different types of customers.

C1 Travel planning and the potential advantages and disadvantages of transport options

- Sources of information for travel planning: maps, atlases, brochures, travel guides, websites, timetables, travel agents, visitor centres, tourist boards, government advice.
- 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) advice, preventing accident/injury, contingency plans.

C2 Understanding of travel itineraries

- General 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, room and board arrangements
  - activities – planned excursions, tours, day trips, optional extras, leisure time.
- Return travel details – departure date, time, travel to departure point, method of travel, duration of journey, transport provider.

C3 Cost factors

- Total cost: per person, total cost for the group, breakdown of component costs.
- Discounts: booking terms and conditions, discount types, percentages, advance bookings, integrated travel, 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, managing fluctuations, restrictions.

C4 Type of customers and their needs

- Different types of customers: families, senior citizens, couples, young people, customers with special interests, corporate travellers, groups, different ages.
- General needs: speed, cost, time, length of journey.
- Specific needs: access, restricted mobility, wheelchair users, hearing impairment, visual impairment, medical, health conditions, language, unaccompanied minors, infants, babies, phobias, travelling with sports equipment and oversized baggage.
- Purpose of travel: leisure, Visiting Friends and Relatives (VFR), business.

D Consumer trends, motivating and enabling factors and their potential effect on the popularity and appeal of global destinations

Consumer trends relate to how the views, needs and requirements of customers may change over time and, as a consequence, some global destinations may become more or less popular. Customer choice may also be influenced by motivating and enabling factors.

D1 Consumer trends affecting the appeal of global destination

- Changing demographics – aging society – silver surfers, grey gappers, adrenalin seekers.
- Changes to family structures – intergenerational holidays, parent and toddler activities.
- Changing lifestyles – 'back to basics', outdoor lifestyles, nostalgia.
- Changing tastes – aspirations, celebrity influence, environmentally aware, digital downtime, healthier, new experiences, adventure, authenticity, volunteering.
- Changes to holiday patterns – 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.

D2 Motivating and enabling factors affecting the appeal of global destinations

- Motivating factors – wanderlust and sunlust (Gray 1970), relaxation, escape, socialisation with friends, rest, prestige, purpose of travel – health, education, sport, culture, adventure, business, VFR.
- Enabling factors:
  o having enough time and money, modern leisure paradox – money rich/time poor
  o availability of travel – ease of travel/accessibility, communication and transport links
  o availability of suitable product/holiday type
  o influence of destination marketing
  o consumer confidence.

E Factors affecting the popularity and appeal of destinations

Some global destinations with similar features may be more popular than others due to a number of factors. Some of these factors can be controlled by the destination itself while others are not within its control.

E1 Political factors

- Legislation, tourism policy, target markets and promotion, visa requirements, permits, compatible travel arrangements, destination management.
- Safety and security: stability, war, civil unrest, threat of terrorist attack.

E2 Economic climate

- Global recession, disposable incomes, exchange rates, currency fluctuations, cost of visiting.

E3 Accessibility and availability

- Infrastructure: gateways, travel and transport, new routes, electricity, water and waste management.
- Availability of tourism facilities, amenities and attractions, holidays.

E4 Image and promotion

- Publicity.
- TV, film, documentary, drama location and promotion.
- International events, conference, exhibitions, World Travel Market (WTM).

E5 Changing markets

- New and emerging markets.
- Emerging tourist-generating regions.

E6 Natural disasters

- Volcanic eruption.
- Earthquake.
- Tsunami.
- Landslide.
- Avalanche.

E7 Climate and its influence on travel

- Global climate zones – Mediterranean, equatorial, temperate, arid, polar, snow.
- Influence on travel – seasonal variations; potential disruptions – monsoons, risk of flooding, snow and ice, bush fires, storms, hurricanes, typhoons and tornadoes.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners apply their knowledge of features of global destinations to explain their appeal and how they support different tourism activities. Learners will match travel arrangements to customer needs, with some relevant detail. Learners demonstrate knowledge and understanding of the factors and consumer trends that can contribute to the popularity of global destinations. Learners research and investigate current consumer trends and the factors that may influence the popularity and appeal of global destinations.

Level 3 Distinction

Learners provide detailed evaluations about the suitability of travel arrangements and itineraries in meeting customer needs. Learners can evaluate the factors and/or consumer trends that contribute to the popularity of global destinations. Learners can conduct valid and reliable research and synthesise knowledge of consumer trends and/or factors that may influence the popularity and appeal of global destinations.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either by breaking down: • a theme, topic or situation in order to interpret and study the relationships between the parts and/or • information or data to interpret and study key trends and interrelationships.
Article	A piece of writing about a particular subject suitable for a magazine or newspaper
Email	A communication that gives information and is written using appropriate technology for a defined purpose in a task or activity.
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.

Command or term	Definition
Explain	Learners provide detail and reasons and/or evidence to support an opinion, view or argument.
Illustrate	Learners include examples and diagrams to show what is meant within a specific context.
Justification	Learners give reasons or evidence to: • support an opinion and or decision • prove something right or reasonable.
Report	A formal document that is clearly structured and written in appropriate sector language.
Travel plan	A structured travel document giving a range of details and information with dates, times and places.

Links to other units

This unit links to:
- Unit 1: The World of Travel and Tourism
- Unit 3 Principles of Marketing in Travel and Tourism
- Unit 4: Managing the Customer Experience in Travel and Tourism
- Unit 9: Visitor Attractions.

Employer involvement

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

Unit 3: Principles of Marketing in Travel and Tourism

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners investigate the use of marketing in travel and tourism organisations and how to meet customer expectations in order to inform a promotional campaign of their own design.

Unit introduction

Marketing is an important focus for any successful organisation in travel and tourism where products, services and the expectations of customers are constantly changing. A successful business must have a strategy for understanding its customers and targeting them with a profitable offer.

In this unit, you will develop marketing skills through examining the specific aims and objectives of the marketing function and researching the needs and expectations of different customer types. You will develop your ability to communicate the findings of this research. You will use market intelligence to plan and produce a promotional campaign for a new travel and tourism product or service. You will learn about the importance of meeting customer expectations and communicating with customers effectively. You will investigate the different stages that an organisation or tourist destination goes through when marketing their products or services.

The assessment for this unit should be carried out after your learning in all the other units has been completed. This is because in completing your market research and promotional activities, you will select from learning across your qualification, for example, the scope of the travel and tourism industry, the types of travel and tourism organisations, their roles, the products and services they offer to customers, and features of tourist destinations.

This unit will help you progress to higher education to a variety of courses that require knowledge of marketing theory and research methods, and the development and review of marketing strategies, such as a degree in tourism, transport or leisure. The wide range of skills and knowledge you develop in this unit will also help to progress in your career.

Learning aims

In this unit you will:

A Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism

B Examine the impact that marketing activities have on the success of different travel and tourism organisations

C Carry out market research in order to identify a new travel and tourism product or service

D Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism	**A1** Interrelationships between marketing and customer service in travel and tourism organisations **A2** Influencing customer decisions and meeting needs **A3** The marketing mix used by travel and tourism organisations **A4** Potential impacts of the marketing mix and customer service	A report or presentation evaluating the interrelationships of marketing and customer service activities to influence customer decisions and meet customer needs and the impact that marketing activities have on the success of two travel and tourism organisations.
B Examine the impact that marketing activities have on the success of different travel and tourism organisations	**B1** The role of marketing in different travel and tourism organisations **B2** How marketing contributes to the success of travel and tourism organisations **B3** Influences on marketing activity	
C Carry out market research in order to identify a new travel and tourism product or service	**C1** Collecting market research data **C2** Analysing market research data **C3** Using research results to help identify a new product or service	A promotional campaign for a new product or service for a travel and tourism organisation or destination, based on the application of market research data, including production of promotional material or activity. This will be accompanied by an evaluation of the extent to which the campaign objectives can be achieved.
D Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives.	**D1** Designing a promotional campaign to meet stated objectives **D2** Producing promotional materials and activities	

Content

Learning aim A: Explore role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism

Marketing activities and meeting customer needs work hand- in- hand to contribute to organisational success. Marketing has a key role to play in influencing customers to buy a travel and tourism product or use a service, leading to expectations that need to be met by excellent customer service.

A1 Interrelationships between marketing and customer service in travel and tourism organisations

Successful marketing and promotional activities will attract customers to a travel and tourism organisation. It is however effective customer service that is ultimately responsible for closing the sale and encouraging repeat business. It is therefore essential that the customer service provided by a travel and tourism organisation meets and exceeds customer expectations.

- Marketing principles and definitions of marketing.
- Marketing activities used to attract and retain customers, e.g.
  o identifying appropriate target markets for a travel and tourism product or service (market segmentation)
  o researching customer needs and preferences
  o establishing demand for a travel and tourism product or service.
  o promotional activities to influence key customer perceptions, e.g.
    – publicising positive first impressions of organisation
    – creating positive impression of image, reputation and trustworthiness
    – advertising products and services offered, such as perceived quality and value for money, consistency and reliability of product or services, organisational efficiency, speed and accuracy of service, how to contact the organisation, access information or advice and make a purchase
  o communication with customers to stimulate demand and to persuade them to buy the product or service
  o obtaining and interpreting feedback from customers:
    – use of social media and other types of media, trade articles, questionnaires, reviewing satisfaction levels, soliciting and acting on feedback, resolving and acting on complaints
    – identifying improvements as a result of customer communications and feedback, e.g. service-quality gaps, models of excellence.
- Goals of customer service are linked to marketing, e.g. uphold marketing messages.
- Interrelationships, e.g. marketing and customer service activities support each other to deliver superior customer service, exceed expectations, boost retention/repeat business/referral rates, resolve problems and complaints quickly.

A2 Influencing customer decisions and meeting needs

Different types of customers have different reasons for deciding whether to buy a product or use a service. Successful marketing takes into consideration the factors that influence purchasing decisions and ensures that activities and communications address customer needs.

- Different types of customer, e.g. families, individuals, groups, leisure, business, educational.
- Importance of identifying who has influence over purchasing decisions.
- Factors influencing customer decisions, e.g. the marketing mix; desire or need; confidence in the organisation; perceived and actual quality of product/service; reputation/image; effective marketing communications; value for money; customer service.

- Considering customer needs when carrying out marketing activities and communications, including
  - stated and unstated needs
  - customers with cultural and language needs
  - special needs, e.g. medical conditions, mobility
  - other needs, e.g. relating to age, gender, socio-economic group, family circumstances.
- Balancing customer satisfaction with organisational aims and objectives, including commercial objectives.

A3 The marketing mix used by travel and tourism organisations

The marketing mix is a set of actions used by travel and tourism organisations to promote a brand, product or service. Creating a marketing mix is instrumental to the achievement of organisational aims and objectives and the meeting of customer needs and expectations. A typical marketing mix is made up of the 4P's – Product, Price, Promotion and Place:

- Product, including:
  - product life cycles and product portfolios, e.g. unique selling point (USP), product range, differences in tastes and fashions between geographic areas and social groups over time
  - branding, e.g. creating brand awareness and positioning.
- Price, including:
  - pricing strategies, e.g. penetration pricing, dynamic pricing, economy pricing, premium pricing, promotional pricing, peak and off-peak pricing, competitor pricing
  - tactics, e.g. discounts, promotions, regional differences
  - potential advantages and disadvantages of pricing strategies and tactics in the long- and short term, factors to consider when setting prices, customer perceptions of value, pricing in global markets.
- Promotion, including:
  - promotional materials, activities and channels, e.g. advertising, digital, social media pop ups, sales promotion, direct marketing, digital marketing, sponsorship, displays, leaflets/brochures, public relations, press releases
  - selecting an appropriate promotional mix based on relevant factors such as target market, brand image
  - promotion in global, national, regional and local markets.
- Place, e.g. physical location, distribution channels, supply chains, marketing channels, online distribution, face-to-face selling.

A4 Potential impacts of the marketing mix and customer service

Offering an in-demand product that is set at the right price point, promoted through appropriate channels, conveniently placed and supported by effective customer service will positively impact both the customer and the organisation. Conversely, an uninspiring marketing mix in combination with poor customer service can have far-reaching negative impacts.

- Potential positive impacts, e.g. keeping customers satisfied, retaining existing customers, increasing customers' loyalty, ensuring repeat business, attracting new customers, driving partnerships with other providers, increasing customer spend, growing new products and services, enhancing an organisation's image, providing an edge over the competition, positive staff morale.
- Potential negative impacts, e.g. dissatisfied customers, complaints, lack of repeat business, loss of reputation, adverse publicity, poor staff morale, financial loss.

Learning aim B: Examine the impact that marketing activities have on the success of different travel and tourism organisations

B1 The role of marketing in different travel and tourism organisations

Marketing is a management process that is responsible for identifying, anticipating and satisfying customer requirements profitably. It has a key role to play in influencing customers to make a purchase or use a service.

- The marketing process in a travel and tourism context, including understanding the market, designing a marketing plan, planning marketing activities, building customer relationships and reviewing the success of marketing activity.
- Marketing aims and objectives, including market share, profitability, customer loyalty, the importance of setting SMART (Specific, Measureable, Achievable, Realistic, Time-bound) marketing objectives.
- Development of a brand and brand extensions in a travel and tourism context.
- Implications of organisation size for marketing activity, e.g. budgetary constraints, availability of specialist staff.
- Mass and niche market, including definitions, growth and decline, relationship to product life cycles in a travel and tourism context.

B2 How marketing contributes to the success of travel and tourism organisations

- Growth, e.g. using the Ansoff Matrix to help an organisation determine its product and market growth strategy (market penetration, product development, market expansion, diversification), acquisition.
- Links between marketing and achieving an organisation's aims and objectives.
- Different approaches to marketing activities, including
  o creating a marketing mix to meet customer needs and the organisation's aims and objectives.
  o push and pull approaches, customer relationship management (CRM), business to business (B2B), business to consumer (B2C).
- Potential impact on customers:
  o attracting new business, e.g. different target markets, either domestically or internationally or both, gaining customers from a competitor
  o retaining customers/repeat business, e.g. increasing current customer spend by encouraging more premium business or extra product purchase
  o building and retaining customer loyalty, e.g. collecting points on an incentive scheme, strengthening the organisation's brand
  o building on CRM techniques.
- Potential impact on the organisation:
  o developing clearer links between marketing and an organisation's aims and objectives, e.g. to develop a budget/premium brand, attract a different demographic
  o 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
  o increase in profits, e.g. leading to greater budget for marketing activities, larger dividends to shareholders.

B3 Influences on marketing activity

- External factors, e.g.
  o political, e.g. unrest, war, terrorism, international political relations
  o economic, e.g. recession, exchange rates, interest rates, customer disposable income
  o social, e.g. demographic and consumer trends, increase in older/younger consumers, decrease in number of children in families, new experiences, responsible travel, wellness
  o technological, e.g. social media, apps, transport development
  o legal and ethical considerations, e.g. current legislation such as consumer and data protection, advertising standards, sector codes of practice
  o environmental, e.g. extreme weather, natural disasters, focus on sustainable tourism.

- Internal factors, e.g.
  - ○ size of the organisation
  - ○ organisational aims and objectives
  - ○ culture of the organisation, e.g. social responsibility
  - ○ budget, e.g. business profits, marketing budget, changes to product pricing, investment in new marketing technologies
  - ○ resources, e.g. technology, availability and expertise of specialist staff.
- Globalisation, including changes in the competitive environment, adaptation of marketing activity for different markets in travel and tourism.

Learning aim C: Carry out market research in order to identify a new travel and tourism product or service

Learners will carry out market research to identify a new product or service for a real travel and tourism organisation or destination, drawing on their wider understanding of the travel and tourism industry. Effective planning of market research activities ensures that the data collected is reliable and valid, and that the interpretation of the data will fully reflect the execution of promotional campaigns in travel and tourism organisations.

C1 Collecting market research data

- Preparing for market research activity, e.g. identifying the organisation's aims and objectives, setting market research objectives, choosing primary and secondary research methods in relation to objectives, target group on which to focus research.
- Appropriate sources of primary research, e.g. survey, interview, observation, trials, questionnaires, focus groups.
- Appropriate sources of secondary research, e.g. published reports, industry reports, back data on previous tourists or travellers, social media feedback, government data on population statistics, consumer trends, researching competitors.
- Importance of validity, reliability and currency.
- Quantitative and qualitative data, methods of collection, purpose of collection.

C2 Analysing market research data

- Using primary and secondary research data to determine if there is a demand for the new product or service.
- Using primary and secondary research data to determine the target market, including understanding customer needs, matching needs to products and services.
- Competitor analysis, e.g. identifying strong or weak competitors, determining close and distant competitors, identifying their marketing strategies.
- Data, including
  - ○ quantitative, e.g. finance figures, customer numbers
  - ○ qualitative, e.g. questionnaire responses, focus group responses.

C3 Using research results to help identify a new product or service

- Use of research data to determine and justify target market and demand for the product/service.
- Use of research data to help establish the essential purpose and features of the product or service.
- Use of research data to inform campaign aims and objectives and suitable communication methods
- Use of research data to inform the marketing mix (the 4Ps), determine features of the new product/service and characteristics of the target market.

Learning aim D: Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives.

Learners will draw on their wider understanding of the travel and tourism industry to design a promotional campaign for a new travel and tourism product or service for a real travel and tourism organisation or destination, producing promotional material or activity to meet stated objectives.

D1 Designing a promotional campaign to meet stated objectives

Key factors to consider in the design of a successful campaign.

- Campaign aims and objectives, e.g. to introduce a new product or service, to increase profit for the organisation, to gain more customers through short term discounts, to draw customers to a specific event aimed at a specific market.
- How the promotional campaign contributes to organisational objectives, reinforces and supports brand values and adds to sustainability of marketing activities.
- Identification of target market.
- Product or service information, including Unique Selling Points (USPs.)
- Price of product or service, including strategies, tactics.
- Place, including how and where the product or service can be purchased.
- Promotion, including timescale of campaign with rationale for decision, e.g. a week, a month, season for campaign to run, e.g. during peak or off peak times, types of promotional activities and materials to be used and planned distribution methods.
- Campaign budget.
- The Key performance indicators (KPIs) that could be used to judge the success of the promotional campaign, e.g. sales revenue, profit, customer retention and new customers gained.

D2 Producing promotional materials and activities

In order to be effective, promotional materials and activities should be professionally presented, clearly aimed at the target market, meet the marketing aims and objectives, and include all necessary information.

- Promotional materials and activities, e.g.
  - leaflets, brochures, door hangers, flyers, posters, banners, direct mail/email, endorsements on portable items and clothing, presentations, blogs, vlogs, advertisements such as TV/ radio/ magazine/online, demonstrations, public speaking, presence at trade fairs
  - landing page (a page on a website dedicated to a specific promotion) and Call-To-Action (CTA)asking potential customers to become involved in a campaign, e.g. a social media request to share a photo featuring a product and a specified #hashtag, resulting in a reward.
- Factors for consideration, including key objectives of the material and activities, most appropriate promotional activities/materials to be used, target audience, appropriate methods or platforms for material and communication distribution, information to be communicated (e.g. product/service detail, price, where to buy, dates of event), headlines; images; typography.
- Use of AIDA (Attention, Interest, Desire, Action) for checking that promotional material will attract customers and encourage purchase of the product or use of the service.
- Keep It Short and Simple (KISS) strategy.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism		
A.P1 Explain how effective marketing and customer service in travel and tourism organisations work together to influence customer decisions and meet customer needs. **A.P2** Explain the potential impacts of the marketing mix on travel and tourism organisations and customers.	**A.M1** Analyse the potential impacts of the marketing mix and the ways in which effective marketing and customer service work together to influence customer decisions and meet customer needs.	**A.D1** Evaluate the potential impacts of the marketing mix and the ways in which effective marketing and customer service work together to influence customer decisions and meet customer needs.
Learning aim B: Examine the impact that marketing activities have on the success of different travel and tourism organisations		
B.P3 Explain how marketing activity is conducted differently by two travel and tourism organisations to achieve organisational objectives, taking into account internal and external factors. **B.P4** Explain how marketing activities contribute to the growth and customer relationships of two travel and tourism organisations.	**B.M2** Analyse the different approaches to marketing activities used by two travel and tourism organisations to achieve organisational objectives, taking into account internal and external factors.	**B.D2** Evaluate the potential impacts of the different approaches to marketing activities used by two travel and tourism organisations to achieving organisational success, taking into account internal and external factors and justifying recommendations for improvement.
Learning aim C: Carry out market research in order to identify a new travel and tourism product or service		
C.P5 Identify a new travel and tourism product or service through the use of data obtained from primary and secondary market research.	**C.M3** Identify a new travel and tourism product or service through the analysis of data obtained from primary and secondary market research.	**C.D3** Identify a new travel and tourism product or service, justifying the data obtained from primary and secondary market research.
Learning aim D: Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives		
D.P6 Produce a promotional campaign for a new travel and tourism product or service, including promotional material or activity, explaining how campaign objectives can be achieved.	**D.M4** Produce a detailed promotional campaign for a new travel and tourism product or service, including promotional material or activity, analysing how campaign objectives can be achieved.	**D.D4** Produce a comprehensive promotional campaign for a new travel and tourism product or service, including promotional material or activity, evaluating the extent to which campaign objectives can be achieved.

Essential information for assignments

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

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

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aims: C and D (C.P5, D.P6, C.M3, D.M4, C.D3, D.D4)

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 other relevant sources. Employer links are essential sources of information and of data pertinent to successful assessment completion; these links can be developed through activities such as educational visits and the use of guest speakers.

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 organisations. They will use examples from two travel and tourism organisations to show their understanding of different approaches to marketing.

To achieve learning aim B, learners must select organisations that have contrasting approaches to marketing. Teachers should ensure that the marketing approach used by each of the selected travel and tourism organisations provides sufficient scope for learners to fully complete the assessments.

For distinction standard, learners will make consistently accurate judgements about the significance of different impacts of the marketing mix and the ways in which effective marketing and customer service work together. They will show accurate understanding of both specific and wider impacts and make logical, contextualised links between marketing and customer service in travel and tourism. Learners will offer convincing reasons and examples that justify their evaluation and give clear conclusions.

Learners will evaluate the potential impacts of the different approaches to marketing activities used by two travel and tourism organisations, drawing accurately on varied information. They will consider the relevance of the internal and external factors and different approaches used to achieve organisational success. Learners will include well-selected, relevant examples that fully support justified recommendations for improvement. They may use examples of marketing activities carried out by other organisations to support their recommendations. The evidence will demonstrate high-quality written or oral communication through the use of accurate terminology and vocabulary to support a well-structured and considered response.

For merit standard, learners will consider different aspects of the potential impacts of the marketing mix. They will also investigate the relationship between effective marketing and customer service in influencing customer decisions and meeting customer needs. Learners will refer to industry examples to support the outcomes of their detailed examination.

Learners will analyse individual aspects of the different approaches to marketing activities used by two travel and tourism organisations, to achieve organisational objectives. Learners' analysis will show clear consideration of internal and external factors. The evidence will make use of appropriate terminology and demonstrate good-quality written or oral communication.

For pass standard, learners will show realistic understanding of how marketing and customer service work together to influence customer decisions and meet customer needs. Learner evidence will include some relevant examples of how marketing and customer service activities interrelate to influence a customer's decision to make a purchase and to ensure that customer needs are met.

Generally appropriate references will be made to the marketing mix in terms of its potential impacts on organisations and customers. Learners will refer to the potential impacts of both effective and ineffective marketing mix strategies. Each of the 4Ps (*Product, Price, Promotion and Place*) will be explored, with some relevant detail and reasoning provided. Examples from real travel and tourism organisations should be used to support explanations.

Learners will give generally correct details regarding how marketing activity is conducted differently by two travel and tourism organisations in order to achieve organisational objectives. Learners will take some relevant internal and external factors into account and show understanding of how marketing activities contribute to the growth and customer relationships of these organisations. The evidence will show details and reasons to support the explanation or view expressed.

Learning aims C and D

In completing the assessment activity for learning aims C and D, learners will consider and select content that will enable them to apply their knowledge and skills from across the other units in an integrated way. Learners will, for example, use appropriate forms of primary and secondary market research, such as surveys and industry reports, to show justification for the planned promotional activity for the proposed new product or service.

Through the use of market research, learners should identify a new travel and tourism product or service for which they will produce a promotional campaign. This may be for a new product or service for a real travel and tourism organisation or for a tourist destination. Learners will draw on their wider understanding of the travel and tourism industry and consumer trends and/or factors that may influence the appeal of the new product or service for a travel and tourism organisation or tourist destination.

For distinction standard, learners will provide a detailed justification of data obtained through primary and secondary market research, which they have used to identify a valuable new travel and tourism product or service.

A comprehensive and convincing promotional campaign for a new travel and tourism product or service will be created, supplemented by the production of at least one highly effective piece of promotional material or a promotional activity, produced to industry standard.

Learners will also provide a convincing evaluation of the extent to which campaign objectives can be achieved through the implementation of effective marketing. The evaluation will lead to a supported judgement showing logical, contextualised links between relevant aspects of the promotional campaign and intended objectives.

For merit standard, learners will provide a clear and detailed analysis of data obtained through primary and secondary market research sources to identify a suitable new product or service for a real travel and tourism organisation or destination.

The promotional campaign for the new product or service will be appropriate, well considered and detailed, supplemented by the production of at least one piece of high-quality promotional material or a promotional activity.

Learners will provide a well-reasoned analysis of how campaign objectives can be achieved as a direct result of effective marketing. The analysis will show generally accurate consideration of the relationship between the proposed campaign and intended objectives.

For pass standard, learners will select a real travel and tourism organisation or destination and carry out primary and secondary market research, interpreting data and information, to identify a new travel and tourism product or service to add to an existing portfolio.

Learners will use the data and information obtained through their research to inform a competent, generally realistic promotional campaign for their chosen new product or service.

The explanation of how campaign aims and objectives can be achieved through effective marketing will include some relevant detail for the explanation or view expressed. For example, where 'increased profit' has been identified as a campaign objective, the learner may explain how the new product will be promoted with a view to increasing sales and therefore positively impacting overall company profit as a result.

The promotional campaign will include identification of all planned promotional materials and activities. Learners will then produce at least one realistic item of promotional material or a promotional activity to advertise or promote the new product or service. Learners will communicate competently, using appropriate English and correct use of technical/vocational 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 assignment, case study and/or project materials
- work experience
- exemplar materials
- support from local organisation staff as mentors.

Unit 4: Managing the Customer Experience in Travel and Tourism

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners develop the skills needed to be able to effectively manage internal and external customer experiences to support organisational success and create a plan to monitor and improve customer service in line with organisational objectives.

Unit introduction

The effective management 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 great service and experiences. The success of organisations depends on being able to work out what customers are expecting and how that is changing, 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 you 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	Recommended 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** Potential impact of customer service for 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.
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 on how a selected travel and tourism organisation researches and monitors customer service, and improves the customer experience. The plan will include references on 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 – potentially 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 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 phone; 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 or not to make a purchase or use a service or provider, including:
  - knowledge of the product or service being considered
  - assurance that the organisation will be reliable and the product or service will meet expectations, e.g. perceptions of whether the organisation will deliver the product or service accurately, efficiently and in the agreed timescale
  - empathy shown by customer service staff through listening to the customer, addressing their needs and conveying the message that the customer is important
  - effectiveness of communication with the customer, e.g. keeping the customer informed in language they understand, ease with which the customer is able to contact the organisation
  - credibility of the organisation, e.g. perception of whether or not the organisation is trustworthy, honest and inspires confidence
  - 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 customers' expectations for each role.

A2 Customer communication, expectations and satisfaction

- Identifying the customer, e.g. internal, external, individuals, family group, wedding party, organised tour, regular traveller, inexperienced traveller, purchase history.
- Understanding disability, e.g. physical, sensory, intellectual/cognitive, mental health, emotional, visible and non-visible, temporary, engaging with people with disabilities, creating an accessible environment, appropriate communication methods to suit the disability, key issues of the Equality Act 2010.

- 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, slang, 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, slide-show 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, potential 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 acting in line 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, Consumer Rights Act 2015.
- Understanding the potential risks to the organisation of not dealing appropriately with customer problems or complaints.
- Balancing customer satisfaction with organisational aims and objectives, including commercial objectives.

A3 Potential impact of customer service for the organisation

- The service experienced by the customers of an organisation may have potentially positive or negative effects for the organisation in a number of 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 potential consequences if these requirements, practices and standards are not followed:
  - o implementing service standards based on ISO 9001 (Customer Satisfaction), ISO 9004 (Managing for Sustained Success in an Organization), ISO 1002 (Customer Satisfaction and Complaints Handling), ISO 1004 (Measuring Customer Satisfaction)
  - o implications of statutes and regulations relevant to the travel and tourism industry, e.g. data protection legislation, Consumer Rights Act 2015, Development of Tourism Act 1969
  - 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, model of excellence, case studies.

Statutes and regulations current at the time of teaching 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:
  - verbal, e.g. face to face, telephone, resort welcome meeting, presentations
  - non-verbal, e.g. brochure, website, letter, email, reports, advertising, text messaging, digital media, map information
  - 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, language
  - 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:
  - providing correct and appropriate information, products or services, promoting additional products and services effectively, giving appropriate advice, taking and relaying messages accurately
  - understanding and acting within the limitations of own role and authority, keeping records in line with organisational policy and requirements
  - 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 (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, Measureable, Achievable, Realistic, Time-bound) targets by:
  - identifying resources and support needed and available to meet the objectives
  - setting review dates
  - monitoring the plan to assess progress against targets.

C2 Adding value

- Determining how development of own customer service skills and planning for skills improvement will contribute to the potential business success of an organisation.

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:
  - customers' selection/comparison via the internet, e.g. review websites, comparison sites
  - accuracy of information
  - customer reviews and feedback and its potential 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.
- Potential impact on customers who have difficulty in accessing current or new technology:
  - potential impact of etickets and mtickets 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 potential positive impacts of delivering excellent customer service. **A.P3** Explain the importance of managing customer expectations.	**A.M1** Analyse the potential 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 UK 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 customer needs in two different situations, evaluating the importance of the personal development plan in contributing to the development of own skills and to the potential business success of travel and tourism organisations.
B.P4 Competently demonstrate communication and interpersonal skills appropriate to meet customer needs in two different situations.	**B.M2** Confidently and effectively demonstrate communication and interpersonal skills appropriate to meet customer needs 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 of customer service and help travel and tourism organisations achieve their business goals.	
Learning aim D: Plan to monitor and improve customer service to achieve organisational objectives		**D.D3** Present a comprehensive plan with recommendations of how a selected organisation could develop its monitoring methods and use data to improve customer service in line with organisational objectives.
D.P6 Present a basic plan explaining how a selected organisation could use monitoring methods and use data to improve customer service in line with its organisational objectives.	**D.M4** Present a detailed plan analysing how a selected organisation could develop its monitoring methods and use data to improve customer service in line 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* 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.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 selected by learners 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 UK regulations and standards. Learners will give specific, reasoned details relating to organisational objectives and the potential risks and 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 potential impacts for a selected travel and tourism organisation if it does not respond effectively to a customer. The analysis will consider potential impacts that are relevant and appropriate for the chosen organisation. Learners will support their analysis with relevant evidence in terms of specific details and examples of potential impacts.

For pass standard, learners will give an explanation of the factors that affect customer decisions regarding whether or not to purchase travel and tourism products or services. Learners will also explain the potential 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 for their explanations.

Learners must give a realistic explanation of the reasons why an organisation should manage customer expectations. The explanation of the reasons 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 in order to address and control the customer's behaviour, understand the nature of the customer's problem and reach an agreed solution. For example, 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 potential 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 in order 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, 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 all the 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 in order 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 effectively understand and manage situations and fully comply with all relevant regulatory and good-practice requirements.

The written customer service response will be well structured and will address fully the points raised in the customer service situation to which it relates. 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 confidently and effectively with customers in two different customer-related situations, 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. Learners' conduct in all 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, learners' understanding of these key aspects and the potential 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 regulation 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 potential 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 of 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. Learners' 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 potential 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 in order 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 potential methods, including valid references to the use of data and technology. Learners may offer multiple solutions and will consider possible alternatives in line 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 effective customer service. 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 balanced analysis of the methods used by a selected organisation, with a 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 methods involved in monitoring and reviewing customer service 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 some of the key methods used by a selected organisation to monitor and review customer service. They will produce a basic plan explaining how the organisation could use monitoring methods and data to improve standards of customer service and increase customer loyalty. This will demonstrate an understanding of the use of technology in the organisation in order to improve the customer experience in line 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.

Links to other units

- Unit 1: The World of Travel and Tourism
- Unit 2: Global Destinations
- Unit 3: Principles of Marketing in Travel and Tourism
- 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.

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, create a plan and marketing strategy and carry out a pitch of the new idea to generate interest.

Unit introduction

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, personal travel counsellor, and working as employee/partner as part of 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 enterprise start-up plan in order to generate interest in the new travel and tourism enterprise.

Summary of unit

Learning aim	Key content areas	Recommended 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, specialist agencies such as Mintel, 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, e.g. sole trader, partnership, private limited company (Ltd).
- 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.:
  - advertising, e.g. newspapers, magazines, radio, television, online, skywriting, billboards
  - media and public relations, e.g. television and radio, guerrilla marketing
  - digital marketing, e.g. the internet; social media such as Facebook®, Twitter®, LinkedIn®, Instagram®; mobile phones; electronic billboards
  - trade and consumer shows
  - brochures.
- Place – tourism distribution channels:
  - direct distribution channels, e.g. advertising, brochure distribution, website, social media, client referrals
  - 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 Boat Show.
- Conferences, e.g. Institute of Travel and Tourism Conference, British Tourism and Travel Show.

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, bunting, 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.:

- personal presentation, conduct and attitude of presenter
- preparation and subject knowledge of presenter
- ability to use resources and equipment safely and effectively
- 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.		
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* 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 be interactive or 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 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 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 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 or visitors to the stand. 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

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: The World of Travel and Tourism
- Unit 2: Global Destinations
- Unit 4: Managing the Customer Experience in Travel and Tourism.

The unit would relate to teaching of:

- Unit 10: Passenger Transport
- Unit 11: Events, Conferences and Exhibitions.

Employer involvement

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

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.

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 potential impact of key types of specialist tourism.

Summary of unit

Learning aim	Key content areas	Recommended 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 this market **A4** The Association of Independent Tour Operators (AITO) and its members **A5** 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** Growth of numbers in specialist tourism from the UK, Europe and worldwide (through 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 potential impact of key types of specialist tourism	**C1** Specialisms with durability and contemporary specialism choices **C2** Longevity of destination **C3** Potential impact of specialist tourism on destination	A presentation with accompanying speaker notes, focusing on the durability and potential 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, gambling, gap year, gastronomy, geographical (storm chasing, Aurora Borealis), ghost sites, health and wellbeing, heritage, historic, lesbian gay bisexual transgender (LGBT), lighthouse, linguistics, medical, military, nature, nostalgia, photographic, property, religious, rural, safari, senior, slum sites, spa/health, sport spectating/sport participation, terrorism sites, virtual, volunteering, wedding, wildlife, wine.
- Customised tourism categories:
  - exploration
  - 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
    - religious sites of significance, e.g. holy sites, sites of pilgrimage, religious festivals
    - contemporary cultural displays and events, e.g. museums, art galleries, modern architecture, theatre, festivals, fairs, exhibitions, international sporting events
    - rural attractions, e.g. farms, wineries, mines, agricultural regions, agricultural technology or museums.

A2 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 this market

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

A4 The Association of Independent Tour Operators (AITO) and its members

- Uses (including potential benefits and problems) for AITO members.
- Uses (including potential benefits and problems) for the customers of travel and tourism organisations.
- Role of AITO in the travel and tourism industry.

A5 The impact of online travel agencies (OTAs) and online booking on specialist tourism

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 potential 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 Growth of numbers in specialist tourism from the UK, Europe and worldwide (through the 21st century)

- Reasons for growth, e.g. the internet, changes in disposable income, growth of budget air travel, customer awareness.
- Possible 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 that fall into the category of 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 social 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 potential impact on specialist tourism
- use of review sites by customers and the potential 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 potential 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 potential impact on tourist destinations resulting from the duration of the popularity of specialist tourism activities.

C2 Longevity of destination

Duration of popularity:

- why specialist destinations have different timescales of popularity
- specialisms with a long period of popularity
- time-limited specialisms
- potential impact of length of popularity/time-limited specialisms.

C3 Potential impact of specialist tourism on destination

Potential impact:

- economic, e.g. short- and/or long-term boost to local economy
- infrastructure development, e.g. resulting from an event such as the Olympic Games
- socio-economic and demographic changes
- demographic range of individuals travelling to destinations
- ecological or environmental.

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.	**A.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 potential 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 in relation to 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* 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 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

In producing evidence for learning aim C, learners may choose a different destination for each type of specialist tourism or choose to focus on a single destination in relation to all three types of specialist tourism.

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 selected destinations. The evaluation will focus on the potential impacts that the durability of each specialist type of tourism has on the selected destinations. The evidence will cover three specialist areas and will clearly evaluate the potential impact of the duration of popularity on each specialist tourist destination, its importance and activities. The relationship between potential 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 the potential impact of durability on their selected destinations. 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 each 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 how durability of the three different types of specialist tourism may affect each selected destination. 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 each of the selected tourist destinations, its importance and activities. The explanation of the potential impacts on the destinations 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 World of Travel and Tourism
- Unit 2: Global Destinations.

Employer involvement

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

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 protection of destinations and host 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	Recommended 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** The stakeholders and groups 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 stakeholders 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 host environment **B3** Potential impacts of tourism on the local economy **B4** Potential impacts of tourism on the society and culture of the host community	An investigative report that evaluates the significance of different potential impacts of tourism in one destination in a country with medium human development on the Human Development Index (HDI).
C Investigate how tourist destinations achieve sustainable tourism	**C1** Methods used to achieve sustainable tourism **C2** Factors that may influence destinations achieving sustainable tourism	An article with 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 visitors, the industry, the environment and host 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 host 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 host communities and contribute to alleviating 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 air travel, increased awareness of possible impacts of tourism, demand for ethical holidays.
- Potential benefits, e.g. environment, economy, host communities, legacy/future generations, employment opportunities for travel and tourism specialists.
- Importance in terms of scale: local, regional, national and global.

A3 The stakeholders and groups involved in developing tourism sustainably

There are three widely recognised categories of stakeholders, although they do not always operate in isolation of each other and the trend towards working in partnership is increasing.

- Public sector stakeholders and groups:
  - objectives: mainly non-commercial – maximising economic contribution to tourism locally and nationally to benefit communities, sustainability, e.g. to encourage less reliance on private cars for travel
  - role:
    - controlling development through planning legislation, tax incentives, tourism policy, e.g. to prevent inappropriate development, encourage growth of sustainable tourism
    - providing grants and funding, attracting investment from the private sector
    - taxes raise funds for sustainable transport and development
    - promoting tourism, providing information and creating partnerships.
- Private sector stakeholders and groups:
  - objectives: mainly commercial – making profit, return on investments, increasing market share, also increasingly concerned for the environment
  - role:
    - reducing resource consumption to reduce costs
    - providing tourism amenities and facilities
    - providing finance, grants and loans
    - providing specialist services and expertise
    - developing transport links and services, infrastructure and communications.

- Voluntary sector stakeholders and groups:
  - o objectives: mixture of non-commercial and commercial – education, raising awareness, commercial with need to fund themselves to survive
  - o role:
    - – campaigning and lobbying for policy changes
    - – education programmes
    - – advising on fund-raising
    - – charitable work.
- Partnerships between different stakeholders.
- Types of key partnerships between different stakeholders:
  - o public and private, e.g. a local tourist information office (public) promotes local electric bike scheme operated by private sector organisation
  - o public and voluntary, e.g. Forestry Commission (public) provides facilities for the Royal Society for the Protection of Birds (RSPB) (charity) to allow the public to view the nests of rare birds of prey.

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
  - o transport providers and alternative forms of transport
  - o travel and tourism organisations.
- 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.
- Possible trends in a national and international tourism context.
- Growth in sustainability-related employment opportunities in the industry.
- 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 and host communities 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' 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 host 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 host 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, environmental degradation.

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

B4 Potential impacts of tourism on the society and culture of the host 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 host community, provision of community facilities and public services, alleviation of poverty, improve cultural understanding, pride.
- Potential negative impacts, e.g. displacement, culture clash, loss or change of indigenous identity or values (staged authenticity, commodification, standardisation, adaptation to tourist demands), crime, sex tourism, intrusion, demonstration effect.

Learning aim C: Investigate how tourist destinations achieve sustainable tourism

C1 Methods used to achieve sustainable tourism

The potential impacts of tourism vary and there are a number of different approaches to achieving sustainable tourism in tourist destinations, for example:

- widening access to facilities for the host 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
- planning controls and legislation, taxation and tax incentives, environmental impact assessments, environmental audits.

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
- volume and type of tourists and their activities
- external influences, e.g. political, stakeholders, international agencies
- level of human development as measured by the HDI
- stage of tourism development – emerging, developing, mature and declining.

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 stakeholders 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 stakeholders working together in partnerships to develop tourism sustainably.	**A.D1** Evaluate the roles and objectives of stakeholders 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 impacts of tourism at one chosen destination in a country with medium human development (MHD) on the HDI measure.
B.P4 Explain the positive and negative impacts of tourism at one chosen destination in a country with medium human development (MHD) on the HDI measure.	**B.M2** Analyse the impacts of tourism at one chosen destination in a country with medium human development (MHD) 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* 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.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:

- case studies of tourism and sustainable development at a range of tourist destinations in countries with medium-, high- and very high human development. Case studies should include details such as the stakeholders involved in tourism, the scale of tourism and planning and development, as well as potential tourism impacts and sustainable development strategies
- 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 stakeholders that represent coverage of all three categories of stakeholders, 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 stakeholders considered will 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 of the stakeholders, the details will be clearly related to sustainable tourism. There is likely to be reference to stakeholder engagement with schemes and awards aimed at improving sustainably. 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 stakeholders working together in partnerships to develop tourism sustainably. Learners will draw on their understanding of stakeholder objectives and will include details of appropriate partnership working. Learners' assessment of stakeholder 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 of different stakeholders. There will be some detail and learners' understanding of roles will be evident. Learners may choose a limited range of stakeholders that may not cover all three categories in the unit content. The relevance of some of the stakeholders 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 known/proven impacts, or both. The relationship between tourism impacts and their strength/scope will be thoroughly investigated. The destination selected will be an appropriate tourist destination in a country with medium human development on the HDI measure. 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. This will include in-depth consideration of the factors that may hinder or support the goals of sustainable tourism, including reference to the HDI data. 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 medium human development on the HDI. 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 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 medium human development. 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. 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, 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. 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 World of Travel and Tourism
- Unit 2: Global Destinations.

Employer involvement

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

- guest speakers – local tourism providers from all sectors
- visits to travel and tourism organisations and popular tourist destinations and meetings with stakeholders
- details of employment opportunities in the industry related to sustainable tourism.

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 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	Recommended 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.
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 at airports

A1 Different types of passengers

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

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 Authority (CAA) legal and regulatory requirements in relation to passenger luggage (hand luggage and checked luggage).
- Security:
  - o role of airport police/security in the terminal landside, e.g. unattended luggage, monitoring and dealing with unruly passengers
  - o passenger service agents and security staff
  - o restrictions (legal and regulatory) relating to hand luggage and personal effects
  - o UKVI checks in relation to outbound passengers.

A3 Outbound passenger handling (airside)

- Security (from landside to airside):
  - o 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:
  - o role of UKVI and Border Force, including immigration documentation checks, manual and automated passport checks, customs and excise
  - o role of airport police/security for incoming passengers, e.g. serious incidents on board, illegal immigrants, asylum seekers
  - o 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 Organization (WHO) Internal Health Regulations (2005).

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:
  o requesting information, e.g. destination airport, pieces of luggage
  o asking questions to comply with legislation and regulations, e.g. contents of hold luggage, contents of hand luggage
  o providing information about the flight, e.g. gate number, estimated departure time
  o 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:
  o being vigilant about safety and security situations, e.g. personal possessions
  o checking passports and visas against bookings
  o 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. UKVI and 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. open extra check-in or bag-drop desks at times of multiple flight departures, deploy extra customer service agents to assist queuing passengers, provision of automated boarding card machines, encourage passengers to be ready for security screening, open more security areas at times of multiple flight departures, deployment of extra UKVI and Border Force staff for incoming passenger handling, provision of automated passport gates, efficient unloading of luggage from aircraft to carousel.

- Measures to overcome major congestion problems and minimise potential impact on passengers, e.g. passenger holding in lounge areas, moving passengers to gates early to relieve lounge congestion, provision of information and deployment of extra customer service agents to keep passengers informed and provided with food/drink vouchers where applicable, monitoring of congested areas with CCTV or human observation, 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.	
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* 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.P3, A.M1, A.D1)

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

Learning aim: 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 for 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 the 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 World of Travel and Tourism
- Unit 2: Global Destinations
- Unit 4: Managing the Customer Experience in Travel and Tourism
- Unit 10: 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.

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 draw 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 as well as for the UK and the global economy.

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 visitors.

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	Recommended 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 the different types of visitor attractions, showing why they appeal to visitors, how these attractions are funded and evaluates the importance of visitor attractions to the local and national economy.
B Examine how visitor attractions meet the diverse expectations of visitors	**B1** Different types of visitors 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 two contrasting visitor attractions 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 data analysis to measure visitor trends and visitor numbers	A report that explores how two different types of visitor attraction 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

A1 Types of visitor attractions

- Built attractions: theme parks, museums, galleries, heritage sites, national monuments, cultural heritage, arts, sporting venues, visitor centres.
- Natural attractions: National Parks, Areas of Outstanding Natural Beauty (AONB), coastlines, forests, rivers, canals, lakes, countryside parks, gardens, beauty spots.
- Events, e.g. festivals that attract tourists, sporting events that attract tourists, Meetings, Incentives, Conferences and Events (MICE).

A2 Scale, scope and appeal of visitor attractions

- Scale:
  - international, national, regional, local attractions, e.g. Disney® World's Magic Kingdom, Taj Mahal, Stonehenge, Robben Island, ZSL Whipsnade Zoo, RHS Garden Wisley, the Library of Birmingham, Pleasure Beach Blackpool
  - ownership: public, private, voluntary/not for profit
  - size and complexity of attractions
  - contribution to the local and national economy: tertiary, quaternary, primary and secondary, reflected in the multiplier effect.
- Scope:
  - development, e.g. new rides, visitor centres, other amenities
  - diversification, e.g. exhibitions, special events, conservation
  - regeneration areas, e.g. Albert Docks Liverpool, Cardiff Bay, Bilbao City Centre and Museums, World Trade Center New York.
- Appeal:
  - accessibility of locations, including opening times, transport links, pricing strategy, special offers, indoor and outdoor facilities
  - special events
  - popularity, including trends, image and reputation, repeat business.

A3 Ways in which visitor attractions are funded

- Funding from external organisations:
  - Department for Media, Culture and Sport (DCMS), VisitBritain, National Lottery, EU Funding
  - Growth Programme: grants for the rural economy
  - trusts, e.g. The National Trust, Heritage Lottery Fund, English Heritage, Cadw, UNESCO, Global Heritage Fund.
- Self-funded organisations:
  - charitable trusts, educational charities, e.g. Dynamic Earth, Winchester Science Centre and Planetarium
  - attractions funded only through income from visitors, e.g. Tropical Wings Zoo.

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 initiatives, venue hire initiatives.
- Importance of additional revenue generation strategies, e.g. provide additional revenue stream to increase profits or allow expansion.

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

B1 Different types of visitors and their diverse expectations

- Different types of visitors – UK based and overseas:
  - individuals – adults, children
  - families
  - groups – education
  - overseas visitors
  - UK tourists visiting attractions overseas
  - people with specific needs.
- Diverse visitor expectations, to include:
  - accessibility
  - cost and convenience
  - safety and security
  - entertainment
  - education/information – provision of a learning environment.

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, transfer shuttles, 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, merchandising, 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:
  - interactive displays/virtual reality tours/ audio tours
  - guiding and guiding methods – tourist guides (White, Green, Blue Badge), personal interpretation, video screenings, enactment, guidebooks and brochures
  - free apps for mobile devices
  - special effects, animation and simulation, e.g. Jorvik Viking Centre York, Universal Studios Hollywood, Uluru-Kata Tjuta National Park.
- The importance of technology for visitor attractions, to include:
  - 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

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. Scarefest at Alton Towers, Port Aventura's White Nights,
    Macy's Thanksgiving Parade, New York
  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:

- 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
- data compiled by visitor associations:
  o Association of Leading Visitor Attractions (ALVA)
  o British Association of Leisure Parks, Piers and Attractions (BALPPA)
- 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
- 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 their contribution to the local and national economy.	**A.M1** Analyse the appeal of two different visitor attractions, how they are funded and the importance the visitor attractions have for the local and national economy.	**A.D1** Evaluate the appeal of two different visitor attractions, the way they are funded and their contribution to the local and national economy.
Learning aim B: Examine how visitor attractions meet the diverse expectations of 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.
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.	
Learning aim C: Explore how visitor attractions respond to competition and measure their success and appeal		**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.
C.P5 Explain how two different visitor attractions respond to competition. **C.P6** For the 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.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* 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 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 information about visitor attractions, from primary sources such as visits and speakers to secondary sources such as websites and printed resources.

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 visitor attractions. The two visitor attractions can be drawn from any of the categories: built, natural and events. If two attractions are selected from the same category they should be sufficiently contrasting, for example a theme park and a museum. 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 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 appropriate evidence in order to support conclusions drawn from their research. This could include statistical data, where available. Learners will give specific, well-selected details relating to the importance of the visitor attractions to the local and national economy and 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 and the importance these two visitor attractions have for the local and national economy. 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. Generally relevant evidence will be used to support the analysis. This could include statistical data, where available. 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. Appropriate and realistic details of the scale, scope and appeal of the different visitor attractions and their contribution to the local and national economy 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

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 customers in order to meet and exceed customer expectations. The evaluation will identify the 'typical' visitor, their requirements and opportunity for primary and secondary spend. Learners will evaluate how important technology is for two different visitor attractions selected, how technology is used and how it benefits the attraction and their customer. 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 different kinds of products and services provided by two different visitor attractions and the technology used to effectively meet the needs of their customers. 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 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 visitor 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

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 visitor attractions. Specific, detailed references will be made to 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 the visitor attractions might use data analysis in measuring their success and appeal. 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 World of Travel and Tourism
- Unit 2: Global Destinations
- Unit 4: Managing the Customer Experience in Travel and Tourism
- Unit 11: Events, Conferences and Exhibitions.

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.

Unit 10: Passenger Transport

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

Unit in brief

Learners analyse changes and trends in land, sea and air passenger transport, developments in products and services, the role of technology and the location of key transport hubs.

Unit introduction

Passenger transport has developed rapidly in line with advances in technology over the last century. Technology such as online booking and smartphone apps have enabled users to manage their travel needs with relative ease and revolutionised the way people use transport systems.

In this unit, you will study rail, road, air and sea travel as well as major domestic and international transport hubs. You will identify the current products and services on offer for a range of passengers and how modern technologies have improved availability and accessibility.

Transport may be studied further as part of many higher education qualifications. The knowledge of geography 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 current passenger transport options and trends
B Investigate transport hub locations and facilities, including how their products and services meet the needs of passengers
C Examine the role of web-based technologies and how they have influenced the accessibility of passenger transport options for passengers.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore current passenger transport options and trends	**A1** Air travel and airlines **A2** Sea travel and ferry companies **A3** Rail travel and train companies **A4** Road travel **A5** Environmental concerns	An evaluation of travel options and methods based on three different customer profiles and how their transport choices may have a potential impact on the environment.
B Investigate transport hub locations and facilities, including how their products and services meet the needs of passengers	**B1** Airport locations and facilities **B2** Passenger port locations and facilities **B3** Railways and their associated facilities **B4** The road network and its associated facilities	An evaluation of how the needs of three contrasting customer profiles (covered in the given customer briefs) are met by differing transport companies, hubs and terminals and the extent to which facilities reflect customer demand and location.
C Examine the role of web-based technologies and how they have influenced the accessibility of passenger transport options for passengers	**C1** Online and internet webpages **C2** Smartphone apps **C3** eticketing **C4** The relationship between customer type and use of web-based technologies	Slideshow presentation, with speaker notes, that compares and contrasts the use and effectiveness of different web-based technologies and how they have influenced the accessibility of transport options for contrasting customer groups

Content

Learning aim A: Explore current passenger transport options and trends

A1 Air travel and airlines

- Passenger numbers:
  - top ten worldwide airports by passenger numbers
  - top ten European airports by passenger numbers
  - overall changes in worldwide passenger numbers since 2000
  - changes in location of receiving and generating areas for air passengers since 2000.
- Aircraft:
  - changes in aeroplane models, size and specification.
- Airlines and their products and services:
  - definition of scheduled, budget and charter flights
  - organisations that operate air passenger services.

A2 Sea travel and ferry companies

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

A3 Rail travel and train companies

- Major rail lines in the UK.
- City rail links, e.g. London Underground, trams in Manchester, Nottingham, Edinburgh.
- Network rail and UK train companies.
- Changes in rail journey lengths and train speeds from 1945 to present.
- Trends in numbers of international European rail journeys, purpose and cost.
- Trends in numbers of national (UK) rail journeys, purpose and cost.

A4 Road travel

- The UK road network.
- Changes and trends in car ownership from 1945.
- Trends in numbers of international European coach journeys, purpose and cost.
- Trends in numbers of national (UK) coach journeys, purpose and cost.

A5 Environmental concerns

- Developing transport infrastructure and its potential environmental impact.
- Carbon footprint of differing transport methods.
- Potential impact of passenger transport on quality of life and environment:
  - types of pollution
  - potential impact on habitats.

Learning aim B: Investigate transport hub locations and facilities, including how their products and services meet the needs of passengers

B1 Airport locations and facilities

- Airport location:
  - location of the world's ten busiest airports
  - the top ten most flown long-haul routes
  - significant European airport hubs, locations and routes
  - UK airports:
    - location of UK airports
    - London airports' passenger numbers and most popular international and domestic routes
    - regional airports' passenger numbers and most popular international and domestic routes.
- Airport-terminal facilities at major international hubs and regional international airports:
  - the facilities they offer and how they meet customer needs, including technologies relating to security and time-/labour-saving devices.
- Airlines:
  - differing products and services and how they meet customer needs on the ground and in-flight, to include:
    - first class
    - business class
    - premium economy
    - economy.

B2 Passenger port locations and facilities

- Port location:
  - location of the world's ten busiest passenger ports
  - significant European ports, locations and routes
  - UK ports:
    - location of UK ports
    - significant roll-on/roll-off (ro-ro) routes.
- Port (ferry terminal) facilities at international ports, domestic ports and hubs/transport interchanges:
  - facilities offered and how they meet customer needs, including technologies relating to security and time-/labour-saving devices.
- Ferry companies:
  - differing products and services and how they meet customer needs ashore and at sea, for example:
    - accommodation
    - catering
    - entertainment
    - shopping.

B3 Railways and their associated facilities

- UK railway network:
  - location of international railway stations and routes to Europe
  - location of principal railway stations and intercity routes
  - within-city networks.
- Station facilities at international railway stations, hubs/transport interchanges and principal railway stations:
  - facilities offered and how they meet customer needs, including technologies relating to security and time-/labour-saving devices.

- Train companies:
  - o differing products and services and how they meet customer needs
    - – at the station
    - – on board
    - – classes of travel.

B4 The road network and its associated facilities

- The purpose of motorways and toll roads.
- Service stations and how they meet customer needs.
- Coach stations, hubs/transport interchanges, their facilities and how they meet customer needs.
- Coach companies, the facilities and services they provide and how they meet customer needs.

Learning aim C: Examine the role of web-based technologies and how they have influenced the accessibility of passenger transport options for passengers

C1 Online and internet webpages

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

C2 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.

C3 eticketing

- Airlines.
- Railways.
- Coach companies.

C4 The relationship between customer type and use of web-based technologies

- Age-related technology use (millennials, seniors).
- Technology use related to income or education level (socio-economic groups).

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore current passenger transport options and trends		
A.P1 Explain travel methods people are able to choose, suggesting trends in use over time for three contrasting customer groups. **A.P2** Explain the potential impact on the environment of the development of transport infrastructure and the ongoing potential impact of the use of transport routes and modes of transport.	**A.M1** Assess the travel choices people make and their potential impact on the environment for at least three contrasting customer groups.	**A.D1** Evaluate, for three contrasting customer groups, how travel choices vary according to time taken, price, location, availability and attitudes to the environment.
Learning aim B: Investigate transport hub locations and facilities, including how their products and services meet the needs of passengers		
B.P3 Identify popular routes for air, road, sea and rail travel and explain expected facilities at their respective hubs (airports, ports, coach and rail stations and service stations). **B.P4** Explain how different types of transport company provide for the needs of three differing customer groups.	**B.M2** Referring to three differing customer groups, analyse why transport companies and hubs provide a wide range of products and services depending on location, routes and needs of customers.	**B.D2** Evaluate how well the needs of three differing customer groups are met by differing transport companies and hubs, and to what extent facilities provided are a response to customer demand and location.
Learning aim C: Examine the role of web-based technologies and how they have influenced the accessibility of passenger transport options for passengers		
C.P5 Explain key web-based technologies and their potential effect on transport options for different types of passengers. **C.P6** Explain the potential relationship between use of web-based technology and customer type.	**C.M3** Analyse the role of web-based technologies and the effect they have had on accessibility of transport options and choices made by differing groups of passengers.	**C.D3** Compare and contrast differing web-based technologies, their uses and effectiveness and how they have affected the accessibility of transport options for contrasting customer groups.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* 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 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 current travel and tourism passenger statistics and locational (including map) information from websites and printed resources.

Essential information for assessment decisions

Learning aim A

Learners will select **three** different customer-profile groups. These can be related to age, purpose of travel, or any other credible or recognisable grouping as indicated in the unit content. Learners must ensure they use a range of transport options relating to land, air and sea, which they should apply to the needs of their three chosen customer profiles. Learners must consider how their chosen methods of transport potentially impact on the environment.

For distinction standard, learners will give a thorough evaluation, supported by a robust rationale behind travel choices of three differing customers and how their choices are influenced by potential impacts on the environment, price, location and availability of travel options.

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 assessment of the reasons underpinning the travel choices of three customer groups, and how these choices potentially impact on the environment. The assessment will show that learners understand the scope of available travel choices and their potential impact. The evidence will make use of appropriate terminology and demonstrate good-quality written or oral communication.

For pass standard, learners will explain the choice of travel methods for three differing groups of customers and give reasons why the choices may be different over a period of time relating to factors in the sector.

Learners will make explicit the potential impact on the environment of the development of differing types of transport and ongoing potential impacts of different transport types. Learners will provide appropriate, realistic explanations but the evidence may be unbalanced or supported by limited use of examples or reasons.

Learning aim B

In achieving learning aim B, learners may refer to the same three customer profile groups considered in the assignment for learning aim A. Learner's evidence will refer to one route for each of the following: road, rail, sea and air.

For distinction standard, learners will comprehensively evaluate whether customer needs are being met for the three different groups, and to what extent location and response to the needs of customers drives the products and services offered by hubs and transport companies.

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

For merit standard, learners will give a methodical, reasoned analysis as to why hubs and transport companies provide their products and services relating to location, routes and customer need. The evidence will show a clear, accurate discussion that is supported by well-documented evidence.

For pass standard, learners will identify (on maps) one route for each of the following: road. rail, sea and air. Learners will explain how their respective hubs/interchanges cater for the needs of their customer groups. Learners should include airports, ports, coach and rail stations and service stations.

Learners' explanations will be realistic and will make specific references to how the needs of three differing customer groups are met by different types of transport company. The explanations may be superficial or limited in parts.

Learning aim C

Learners will examine and present evidence relating to how web-based technologies could be potentially beneficial and/or could potentially disadvantage different users and organisations in passenger transport.

For distinction standard, learners will give a comprehensive, evaluative presentation to compare and contrast different web-based technologies, their usefulness, potential impact and effectiveness for different customer groups, and in turn how they have made transport choices potentially more or less accessible to the end user. Learners must thoroughly evaluate how this has potentially impacted on passenger transport organisations and how they interact with their customers.

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 produce a clear analysis of the role of web-based technologies and how they have changed accessibility of transport choices, at home and on the move, made by different traveller groups. Learners will include a realistic selection of examples to support the analysis. They must consider those technologies with a broad spectrum to attract a range of customer types as well as those aimed at a more specific market. The evidence will make use of appropriate terminology and demonstrate good-quality written or oral communication.

For pass standard, learners will give appropriate, realistic explanations of the range of web-based technologies in passenger transport and how these potentially affect different types of passengers and the way they book and carry out their journeys. Learners will explain and present how different passenger groups use web-based technology to help them make journeys. The evidence may be supported by limited use of relevant examples or may be limited in scope.

Links to other units

This unit links to:
- Unit 1: The World of Travel and Tourism
- Unit 2: Global Destinations.

Employer involvement

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

Unit 11: Events, Conferences and Exhibitions

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	Recommended 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 and 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 and 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 and 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:
  o business events, e.g. annual general meeting (AGM)/extraordinary general meeting (EGM) of shareholders, awards evenings, balls, formal dinners, team building
  o global and national sporting events, e.g. the Olympic Games, Paralympic Games, Winter Olympic Games, the Commonwealth Games, Rugby World Cup, Formula 1®, Great North Run, international football matches, e.g. FIFA World CupTM, domestic football matches, e.g. Premier League, horse racing, e.g. Grand National
  o large-scale recreation events, e.g. flower shows, regional food fairs, switching on Christmas lights
  o local interest, e.g. country fairs, fun runs, village fetes, collectors' fairs
  o entertainment, e.g. music festivals, concerts, plays, Mardi Gras, LGBT Pride events
  o celebrations, e.g. weddings, prom nights, birthdays, religious festivals, royal events
  o social enterprise events, e.g. charity fundraising dinners, sporting events, auctions.
- Conferences:
  o 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
  o promoting products, e.g. product launches, trade shows, press conferences, linked publicity stunts, touring campaigns.
- Exhibitions:
  o national arena exhibitions – central location, good transport links, customer facilities, large sphere of influence, e.g. Ideal Home Show, The London Classic Car Show, The Clothes Show.

A2 Factors affecting the success of an event, conference or 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 such as Comic Con, Glastonbury Festival.
- 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 in 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 and exhibition

- Purpose of the event, conference and exhibition:
  - aims and objectives, size of audience, target audience, level of formality.
- Resource considerations:
  - suitable venue choice, e.g. location, size, layout, availability, access, parking, capacity, cancellation policy, overnight accommodation (in venue or nearby), transport links
  - equipment and venue layout, e.g. AV equipment, Wi-Fi provision, delegate packs, seating arrangements, hospitality, entertainment, support services, staffing
  - entertainment requirements included in the event, conference and exhibition, e.g. guest speakers, bands, magicians, comedians
  - 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:
  - budget, expenditure and major costs, e.g. venue hire, ancillary/support service, catering, speaker fees
  - legal, e.g. data protection, consumer projection, cancellation and refund policy, health and safety requirements, negligence liability, terms and conditions
  - early-bird discounts and daily delegate rate
  - subcontracting, e.g. catering, equipment, furniture
  - health and safety, e.g. first aid, lost children.
- Logistical considerations:
  - 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
  - contingency, e.g. preventing and managing unforeseen issues, risk assessment, security, contingency planning, effective communication
  - maximum capacity, delegate management system (DMS), registration
  - 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, 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:
  o accommodation, e.g. budget chains, mid-price, luxury boutique hotels, self-catering, bed and breakfast (B&B), full board, room only, loyalty rewards
  o 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
  o 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
  o event-specific materials, e.g. lanyards, flowers, name badges, stationery
  o corporate gifts, e.g. personalised conference memorabilia
  o event entertainment for the delegates, e.g. agents for singers, musicians, theatre groups, speakers, storytellers, circus acts, magicians, dancers, casino providers
  o external entertainment, e.g. providing tickets for local attractions
  o marketing, e.g. website design, leaflet production, poster design, email copywriting, database management
  o team-building activities, e.g. paintballing, walking tours, Segway tours, baking courses.
- Working with subcontractors:
  o 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

- Gantt charts.
- Critical path analysis.
- Contemporary online planning 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 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 Compare one event, one conference and one exhibition in terms of their range, scale and potential impact on the host area. **A.P2** 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.P3 Compare the planning stages in preparing one event, one conference and one exhibition on a local, national and international scale. **B.P4** 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.P5 Produce a proposal and financial costing for a local, national or international event, conference or exhibition to meet client requirements. **C.P6** 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* 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 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 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 and 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 or 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 or exhibition and to the host area, with discussion of 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 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** 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 and 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 and 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 World of Travel and Tourism
- Unit 2: Global Destinations
- Unit 9: Visitor Attractions
- Unit 10: Passenger Transport.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers from events-management businesses
- work experience
- support from local events-management staff as mentors.

Unit 12: Working Overseas

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 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, 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	Recommended assessment approach
A Investigate different types of tour operators, job roles and responsibilities involved in working overseas	**A1** Different types of tour operators 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 types of job roles relevant to working overseas

- Integrated and linked brands, specialist, independent.
- Resort rep – mainstream, e.g.:
  - activity rep
  - ski rep
  - children's rep
  - youth rep
  - concierge
  - campsite courier.

A2 General job roles and responsibilities relevant to working overseas

- Developing and maintaining effective relationships with different types of suppliers, including:
  - the local agent and associated suppliers, e.g. transport companies, hotel owners and other accommodation owners, managers and other staff, excursion providers.
- Pre-arrival roles and responsibilities, including:
  - using booking information to pre-empt problems, e.g. checking pre-booked facilities and special requests
  - accommodation checks for general maintenance and cleanliness
  - checking bookings with reception staff and owners.
- Roles and responsibilities during the customer holiday, including:
  - meeting customers and presenting welcome information
  - providing quick and accurate information in response to customer queries
  - 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:
  - identifying and matching customer preferences and needs to products
  - promoting features and benefits
  - closing a sale
  - 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, 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.
  - children's representative organising age-appropriate activities and managing children's behaviour
  - resort representative arranging property visits, organising welcoming meetings, selling products and services, e.g. excursions, car hire
  - ski representative organising ski passes and equipment, conducting airport transfers and organising après-ski activities.

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:
    - self-evaluation
    - use of feedback from relevant sources, e.g. peer observation, videos, teacher observation or witness sheets
    - suggestions on how to address any weaknesses in skill set.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate different types of tour operators, job roles and responsibilities involved in working overseas		
A.P1 Examine the staffing differences between two different types of tour operators 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* 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.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 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 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 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, 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 World of Travel and Tourism
- Unit 2: Global Destinations
- Unit 4: Managing the Customer Experience 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 an overseas residential visit.

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	Recommended 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, e.g. travel services, conferences, exhibitions and events, visitor attractions, passenger transport companies, 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 Disclosure and Barring Service (DBS) 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, Measureable, 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* 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 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 aim A

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
- exemplar materials
- support from local travel and tourism staff as mentors.

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, its 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 that influence its popularity, growth and associated employment opportunities.

You will explore the different ways in which 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 in order to identify its positive and negative economic, social and environmental impact.

This unit will support you in progressing to higher education, for example to a degree in travel and tourism, leisure, hospitality or business studies. Also, the wide range of skills and knowledge you develop in the unit will help you to progress in your career.

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	Recommended 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 that focuses 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 that 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:
  - 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 Organization (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, hairdresser, beautician.
- 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

- Type 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, informal.
- Cruise areas, e.g. 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, e.g. 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), bars, 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, microbreweries, climbing wall, interactive screens, radio frequency technology 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, 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 as 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:
  - employment opportunities
  - on-board spending by cruise passengers and crew
  - purchase of essential goods and services for cruise operations, such as fuel, food
  - provision of equipment, maintenance, safety and security
  - route logistics – ensuring the ship takes the most cost-effective route in terms of distance/port fees, competition.
- Social:
  - equality of access to passenger facilities and services
  - safety and security, e.g. safety risks associated with tendering, security threats
  - on-board safety, illness on board, ensuring adequate insurance suitable for the cruise holiday experience
  - potential impact of working conditions on crew.
- Environmental:
  - sea and air pollution
  - managing fuel consumption in relation to tender at port, route taken, weight of ship
  - 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:
  - income generated by port services and spending by cruise passengers and crew
  - secondary employment opportunities, e.g. in supply industries
  - opportunities to develop emerging markets in different countries
  - 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
  - expansion of infrastructure, facilities and services, such as tender facilities, transport, retail outlets, policing.
- Social:
  - 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:
  - 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 impact 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* 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 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 on the cruise industry

- maps so that they can see the 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 day, considering the interrelationships between key factors that have driven its growth and development.

Learners will consider, in depth, 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' evaluations will make consistently insightful references to at least one on-board and one on-shore role, including the prospect of role progression. Evaluations 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 day, 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 and one on-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 day, explaining 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 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 ten nights' duration for one customer profile, they must recommend a cruise of a different length for the other customer profile. Teachers should, however, 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 needs 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 generally 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 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 on 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 generally 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 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
- travel and tourism materials as exemplars
- support from local staff as mentors.

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, taking part in interviews and reflecting on their performance to inform their future career opportunities.

Unit introduction

Recruiting the right people is essential to the success of the travel and tourism industry. It is 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, it is more likely to lead to successful appointments, which, in turn, supports organisational success.

In this unit, you will look at the use of an ethical and legal recruitment process. You will explore recruitment and selection tools, including the enhanced use of technology in the selection process. Through role play, you will participate in recruitment and selection activities, taking the role of interviewer and interviewee. You will develop, apply and reflect on knowledge and skills in a realistic situation, and create a personal skills development plan.

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

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:
  - growth of the organisation – locally, nationally, globally
  - changing job roles
  - change in systems
  - filling new vacancies created by more space or product development
  - vacancies caused by leavers/turnover of staff or seasonal contracts
  - internal promotions
  - 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:
  - job advertisement – placing of the advertisement, internal/external, journal/website/social media
  - job analysis
  - job description – the content of the tasks and responsibilities of the job
  - person specification to determine the essential and desirable skills the position requires
  - CV versus application forms
  - letter of application
  - online recruitment and how the application process can be quicker and more cost-effective when using appropriate technology
  - speculative applications from potential employees.
- Selection, including assessment centres and psychometric testing, group/team activity interviews, e.g. by telephone, face-to-face, video call, group and panel, presentations in interviews, short tests at interviews:
  - interview protocol, type of selection and how it contributes to the process – advantages and disadvantages
  - initial selection processes with telephone screening interviews or short, online tests
  - use of technology in the process – online applications, uploaded CVs and videos
  - use of postal applications
  - communication with prospective employees – whether the channels are easy to access, whether the process can be monitored
  - quality of the process and the documents
  - different processes are appropriate for different roles in an organisation
  - 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 England, Wales and Northern Ireland.
- Why recruitment processes have to be ethical and adhere to equal opportunities legislation. Ethical considerations, to include:
  - being honest in an advertisement
  - maintaining confidentiality
  - ensuring the same questions are asked to all applicants in an interview
  - using the same criteria to evaluate all applicants
  - 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:

- a 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:
  - designing and using interview questions
  - designing and using the interviewer's forms, e.g. feedback form
  - reviewing applications from interviewees.
- Key aspects of the interviewee's role:
  - submitting application to interviewer(s)
  - 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:
  - if the correct interview questions were asked to achieve the desired outcome
  - if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information
  - compliance with equal opportunities legislation.
- Evaluation of documents produced for the process to establish whether they:
  - supported a fair process for all parties involved
  - were prepared in a way that enabled selection of the most suitable candidate
  - helped the interviewee prepare effectively for the interview
  - enabled candidates to demonstrate their skills effectively, in particular, whether the interview process documents and interview questions were effective in this regard
  - 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-based (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 skills, attitudes and behaviours proficiently 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 relevant interviewer and interviewee documents. **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.
Learning aim C: Reflect on own performance in the recruitment and selection process 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* gives information on setting assignments and there is 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 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 significance of the process 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 in 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 which 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 by, for example, 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 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 performance. They will evaluate their reasoning behind the 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 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 aspects 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 World of Travel and Tourism
- Unit 4: Managing the Customer Experience in Travel and Tourism
- Unit 5: Travel and Tourism Enterprises
- Unit 17: Managing Accommodation Services.

Employer involvement

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

- guest speakers, including former learners who have successfully secured employment
- work experience in the travel and tourism industry
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- exemplar materials
- support from local travel and tourism staff as mentors.

Unit 16: Researching Current Travel Trends and Key Issues in Travel and Tourism

Level: **3**

Unit type: **Internal**

Guided learning hours: **120**

Unit in brief

Learners investigate current travel trends and key issues in travel and tourism. They will develop research skills as part of a research proposal to consider a current travel trend and a key issue.

Unit introduction

Travel and tourism is a dynamic industry that is vulnerable to external influences and pressures. To remain viable, the industry has to anticipate changing factors and demands and also adjust and respond to those changes.

In this unit, you will draw on your knowledge and understanding from your course to investigate current travel trends and key issues, evaluating their effects on the travel and tourism industry. You will develop an understanding of the methods used to collate information and use it to plan and define the scope of a research proposal after reviewing the suitability of one chosen travel trend and one key issue. You will analyse and present your findings. Finally, you will reflect on 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 a degree in tourism management, leisure, transport, hospitality or business studies. The wide range of skills and knowledge you develop in this unit will help you to progress in your career.

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	Recommended 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 showing investigation of two different types of current travel trends and two current key issues, and which gives an evaluation of their potential effects 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 used with timescales and parameters considered and justified in an individual, independent research plan • 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 a current travel trend and a current key issue in travel and tourism	**D1** Interpretation of research findings **D2** Presenting research findings in an appropriate format **D3** Referencing work and presenting a bibliography	A report or presentation, in an appropriate format, that shows analysis of a chosen current travel trend and a current key issue affecting the travel and tourism industry. An article showing the evaluation of the effectiveness of the research proposal.
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	

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 and often reflect shifting customer tastes, expectations, aspirations, circumstances and lifestyles. Trends can also be influenced by political, social, cultural, environmental and technological factors.

- 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, including the following growth areas:
  - Europe's new frontier destinations
  - alternative destinations
  - the package/all-inclusive holiday
  - luxury with escapism
  - low-cost long haul
  - adventure plus culture tourism
  - river cruising
  - UK domestic tourism
  - revival of eastern Mediterranean destinations
  - more solo travellers
  - 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, technological.

- Definition of an issue: a problem facing the travel and tourism industry that 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:
  - o threats of terrorism, security, safety, civil unrest
  - o barriers to travel, e.g. entry restrictions, visas, passports, fees, delays
  - o legislation and regulation
  - o business failures
  - o bogus holiday illness claims
  - o cyber security
  - o fluctuation of monetary exchange rates
  - o fluctuating price of oil/fuel
  - o changing climate and extreme weather events
  - o effect of globalisation on tourism development
  - o maintaining a tourist destination's sustainable development
  - o ethical considerations and exploitation
  - o global carbon emissions and/or environmental damage caused by travel
  - 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, e.g. 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.
- Strategic and operational effects.
- 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 should be given to the suitability of different research methods and 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, e.g. existing data from customer database/sales records/ previous market research
  - o external, e.g. published reports, newspaper articles/trade journals, government data on population statistics and customer spending, social media feedback.

B2 Availability and validity of research information on a current travel trend and a current key issue

- Importance of validity, reliability, appropriateness.
- Quantitative and qualitative data, methods of collection, purpose of collection, when and where this data is used.
- Sufficiency and focus of the research, identifying other sources of information that might be required.
- Importance of summarising information, documenting details and recording sources of research to use in referencing the final report or presentation.

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 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 should 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:
  - selecting a suitable current travel trend and a current key issue to research
  - ensuring information required will be available and accessible from different sources
  - setting the parameters for research into the current travel trend and current issue – stating the scope, breadth, depth, range and limits
  - 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
  - setting the main aims and specific objectives – including schedules and purpose of research
  - 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

- Following 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 a current travel trend and a current key issue in travel and tourism

D1 Interpretation of research findings

Findings of the research are collated, interpreted and presented. This will include:

- How the researched current travel trend and key issue affect the travel and tourism industry.
- Use of data to support the findings of the research, e.g. statistics, graphs, tables, charts.
- A conclusion stating the major inferences that can be drawn from the analysis of research findings, with recommendations.

D2 Presenting research findings in an appropriate format

The research findings should be presented in an appropriate format that is clearly structured as follows:

- 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 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.

D3 Referencing work and presenting a bibliography

- Standard referencing using the Harvard Referencing System.
- Bibliography and reference list:
  - detailed list of references and sources
  - difference between in-text citations and a reference list
  - referencing secondary sources
  - referencing different types of information, e.g. books, reports, primary data, websites, multimedia.

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 anticipated and actual outcomes. An assessment of the effectiveness of the research project can 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 in travel and tourism.	**B.M2** Assess 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, including the current travel trend and current key issue to be investigated and parameters set.	**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 in travel and tourism		
D.P6 Produce research that explains 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 research findings.	**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.
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* 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.M2, C.P4, C.P5, 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:

- information on a range of different types of travel trends and key issues, including those that are currently relevant and those that may have affected the travel and tourism industry in the past
- case studies that include a range of details such as the area of influence in terms of scale and potential effect on travel and tourism organisations, destinations and 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

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 two different types of current key issues. The two different types of travel trends and key issues researched must each be drawn from the 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 on a national or international scale.

For distinction standard, learners will produce a convincing, comprehensive evaluation that considers 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. They will show consistently accurate understanding of the interrelationships and links between key factors. 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 evaluation will include consistently valid examples relevant to the travel and tourism industry or components within it. Evaluation of the scope of influence and scale of both travel trends and both key issues will be included. Learners will consider potential effects on different scales, including international.

For merit standard, learners will produce a methodical, 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 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. Learners' judgements will be supported by clear, relevant examples of potential effects on the industry.

For pass standard, learners will produce a competent, realistic explanation of two different types of current travel trends and two current key issues that may affect the travel and tourism industry. The explanations will be generally correct but might be unbalanced and may focus more on the potential effect to customers rather than the industry. Learners will make some relevant or generalised references to examples that support their views on current trends and issues.

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 draw selectively and accurately on varied information to give valid, comprehensive recommendations on the most appropriate research methods for the current travel trend and the current key issue. Their recommendations will be fully justified and substantiated with relevant supporting evidence.

For merit standard, learners will produce a detailed examination of the importance of accessing contrasting sources of research information. They will make reasoned judgements involving comparison or discussion of various information sources.

Learners will methodically assess their research proposal. They will give a reasoned, 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 and explain how progress and updates were recorded.

For pass standard, learners will compare the research methods that may be used to research current travel trends and current key issues. They will show generally correct understanding of research methods and they will consider their potential advantages and disadvantages.

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, realistic plan that contains SMART targets. They will produce a mostly realistic 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 the findings of the research of one current trend and one key issue, and their potential effect on the travel and tourism industry. The evaluation will be presented in an appropriate format and will be accurately referenced, using appropriate systems and in-text citations. The evidence will contain correct 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. The evaluation will be clearly focused on the specific effect of the current issue selected, with no irrelevancies.

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 objective, 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 the relationship between the expected and actual outcomes of the project. Learners will make references to the challenges encountered and how they were overcome. They will express their views clearly and arrive at reasoned, valid judgements.

For merit standard, learners will produce a clear, detailed analysis of one current travel trend and one current key issue, and their potential effects on the travel and tourism industry. They will select an appropriate current travel trend and current key issue that 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 mostly accurately referenced using appropriate systems and includes in-text citations. Learners will produce an objective, critical analysis that will be supported by references to 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 aspects of 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 presented in an appropriate format, with competent use of supporting items such as charts and graphs that reflect learners' understanding of how to present and interpret data.

For pass standard, learners will produce an appropriate, realistic explanation of the effects of one chosen current travel trend and one current key issue on the travel and tourism industry. The evidence will contain details of research sources used in the form of referencing, a bibliography and a reference list; specific details may be absent or generalised and the range of sources accessed will be limited. Learners will produce a generally accurate explanation of the research methods used.

Links to other units

This unit links to:
- Unit 1: The World of Travel and Tourism
- Unit 2: Global Destinations
- Unit 3: Principles of Marketing in Travel and Tourism
- Unit 6: Specialist Tourism
- Unit 7: Sustainable Tourism
- Unit 18: The UK as a Tourist Destination.

Employer involvement

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

Unit 17: Managing Accommodation Services

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners examine the accommodation sector, its structure and leadership styles, methods used to maintain standards and review technology used in large-scale accommodation organisations.

Unit introduction

Accommodation is the largest sector of the travel and tourism industry and, while it is well established, it is developing rapidly.

In this unit, you will examine the range of accommodation in the sector, how they are rated and classified, and the facilities they offer. To help develop your understanding of this rapidly changing sector, you will look at sector trends and common types of ownership. You will investigate how accommodation services are structured and the leadership styles used to manage the sector. You will explore the methods and documentation used to maintain standards in important areas such as health, safety and security, and you will consider the ways the industry aims to minimise negative impacts on the environment. Finally, you will review the technologies used to manage properties and enhance the customer experience.

The research skills developed in this unit will support progression to a wide variety of higher education courses, for example degrees in tourism, leisure, transport, hospitality and business studies. Additionally, the wide range of skills and knowledge you develop in this unit will help you to progress in your career.

Learning aims

In this unit, you will:

A Examine the accommodation types, trends and ownership that form the sector

B Investigate the structures and leadership styles that are designed to manage the accommodation sector

C Explore the methods and documentation used to maintain standards in accommodation services

D Review the technologies for managing operations and customer experience in large-scale accommodation organisations.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine the accommodation types, trends and ownership that form the sector	**A1** Types of accommodation services **A2** Trends and ownership in accommodation services	A report or presentation that examines the different types of accommodation services, how they are classified and rated, current trends in the sector and common ownership types.
B Investigate the structures and leadership styles that are designed to manage the accommodation sector	**B1** Organisation structures and staffing structures **B2** Leadership styles	A report or presentation on an investigation of how different types of accommodation services might be structured and organised to operate effectively, including: • how different types of leadership styles are used in the chosen service and their impacts • methods and documentation that could be used to maintain standards and sustainable environmental practice.
C Explore the methods and documentation used to maintain standards in accommodation services	**C1** Health and safety **C2** Security and property management **C3** Sustainability and environmental policies	
D Review the technologies for managing operations and customer experience in large-scale accommodation organisations	**D1** Operational and management technology **D2** Customer experience technology	Presentation of a plan of justified recommendations for using technology in a chosen accommodation service type for: • management of operations • managing customer experience.

Content

Learning aim A: Examine the accommodation types, trends and ownership that form the sector

A1 Types of accommodation services

The accommodation sector consists of a wide range of accommodation types that are either fully serviced for customers or provide the basic facilities and allow customers to service their own accommodation.

- Serviced:
  - boutique hotels
  - budget hotels
  - luxury hotels
  - capsule hotels
  - apartment hotels
  - resort hotels
  - motels
  - hostels and pod hotels
  - bed and breakfast, guest houses and farm stays.
- Non-serviced:
  - camping and caravanning
  - holiday camps
  - holiday parks.
- Classifications and ratings:
  - star and diamond rating systems
  - sustainable and green certification schemes, e.g. Green Globe, Green Key
  - accommodation guides that rate types of accommodation in differing ways, e.g. Condé Nast, *Michelin Guide*
  - mystery guests, hotel inspectors
  - customer rating and review systems, e.g. Trip Advisor bubble ratings and Booking.com reviews.
- Guest facilities:
  - spa, leisure facilities
  - restaurant styles
  - business services
  - concierge
  - conference and events
  - in-room entertainment, in-room dining.

A2 Trends and ownership in accommodation services

Trends and ownership types in the sector change frequently. This enables accommodation services to stay competitive and meet customer needs.

- Trends in design and decor:
  - themed
  - technology
  - eco/green hotels, e.g. tree house, ice hotel.
- Trends in services and facilities:
  - personalised services, e.g. unpacking/packing services, customised minibar
  - wellbeing, e.g. spa facilities, yoga classes
  - laid-back luxury
  - food focused, e.g. having own kitchen gardens, using local produce, following seasonality
  - celebrity/product endorsement, e.g. celebrity chefs, branded coffee outlets and shops.

- Sustainability and environmental policies, e.g. focus on energy conservation, green hotel design.
- Corporate social responsibility (CSR), e.g. by helping the community, donating to charities, involving staff in charitable events.
- Loyalty and rewards programmes.
- Ownership models:
  o independently owned, with individual or small numbers of properties
  o large- and small-scale chains, accommodation groups with a number of different brands or chains
  o small- or larger-scale chains that offer franchises
  o independent hotels that group together to form consortiums
  o small- or larger-scale chains that offer management contracts.
- Integration:
  o horizontal integration – larger chains or accommodation groups buying smaller chains or independent properties
  o vertical integration, e.g. airline or tour operator opening a hotel.
- Top-ten hotel chains or groups worldwide, e.g. Marriott, Hilton, AccorHotels, Shangri-La, Melia, IHG.

Learning aim B: Investigate the structures and leadership styles that are designed to manage the accommodation sector

B1 Organisation structures and staffing structures

Staff are a key resource in accommodation services : this means that effective organisation structure and leadership styles are important for success in managing the accommodation sector.

- Operations departments:
  o front office, e.g. reception services, concierge
  o food and beverage
  o conference and events, weddings, business events
  o housekeeping – turndown services, porters, night porters
  o kitchen
  o maintenance.
- Support departments:
  o human resources
  o marketing
  o finance.
- Staffing structures:
  o departmental
  o hierarchical – owners, management, operational levels
  o multi-skilling and cross-functional, e.g. staff working across different departments
  o guest to staff ratios, e.g. higher numbers of staff to each guest in luxury accommodation.
- Contracts:
  o zero hours
  o hourly paid
  o salaried staff
  o seasonal.
- Staff rotas:
  o shift patterns
  o split shifts.

B2 Leadership styles

- Leadership styles:
  - autocratic, e.g. luxury and large chains/groups may have more rules and policies to maintain consistency
  - democratic/participative
  - laissez-faire, e.g. smaller organisations may have less-formal rules and policies
  - transactional, transformational – motivational approaches to develop staff
  - charismatic, paternalistic, e.g. independent or family-owned businesses influenced by owner's personality and character.
- Leadership roles:
  - owners
  - general manager
  - duty manager
  - department manager
  - night manager
  - supervisory staff
  - shift leaders.
- Responsibilities:
  - profitability, building sales and brand
  - staffing, managing the shift, performance management, conflict management
  - stock control, supplier relationships
  - customer service, complaints, guest relations
  - budget control and allocation
  - maintenance, planning renovations or redecoration
  - product development, e.g. new guest services and technology – new menus, room décor, mobile app development, redecoration, fixtures and fittings.

Learning aim C: Explore the methods and documentation used to maintain standards in accommodation services

Ensuring that both staff and customers are safe and secure is an essential role and responsibility of those managing accommodation services.

C1 Health and safety

- Health and hygiene:
  - food safety certification and practices
  - basic food hygiene ratings and recording practices.
- Fire safety:
  - certification and legislation
  - staff training
  - appropriate and visible signage
  - evacuation procedures.
- Accessibility:
  - disabled access, lifts, ramps, accessibility rooms, other services, e.g. Braille menus, induction hearing loops.
- Risk assessment:
  - assessing risks to staff and guests, recording staff training, accident and incident reporting.

C2 Security and property management

- Systems:
  - CCTV
  - staff key cards and access
  - stock monitoring.

- Data protection:
  - legislation
  - systems and procedures for secure handling of customer information.
- Crisis management:
  - dealing with negative publicity
  - data protection and breaches
  - fire and theft
  - food poisoning.
- Standard operating procedures for maintaining consistency in all departments:
  - written standards
  - staff training and monitoring.

C3 Sustainability and environmental policies

There is growing public interest in ensuring that negative environmental impacts are minimised and accommodation providers will therefore regularly review their practices to minimise environmental damage.

- Environmental policies:
  - formal policies used by chains or groups, informal practices used by smaller providers
  - guest, e.g. encourage re-use of towels, key cards
  - staff policies, e.g. recycling, car sharing, composting
  - property, e.g. renewable energy sources, kitchen gardens, beehives, locally-sourced products, seasonal products.
- Waste management:
  - portion control
  - water, e.g. timed taps, timed showers
  - energy, e.g. energy-saving lightbulbs, motion detectors, dimmers.
- Reduction in plastic usage:
  - use of paper straws
  - use of glass bottles
  - 'plastic patrols' to encourage staff to reduce usage.

Learning aim D: Review the technologies for managing operations and customer experience in large scale accommodation organisations

Technology systems can provide effective management tools and ways for accommodation organisations to improve the customer experience and be competitive.

D1 Operational and management technology

- Large-scale accommodation organisations (employing more than 250 employees):
  - chain or group maintains up-to-date technology across all its properties
  - independent organisation with a number of properties that invests in technology to remain competitive or stay ahead of competitors.
- Property-management systems linked to all departments:
  - staff and sales performance management systems
  - stock control, linked to restaurant ordering and kitchen usage
  - customer relationship management (CRM)
  - third party booking websites, e.g. Booking.com, Expedia, Hotels.com, Open Table
  - authentication and access to different areas, key cards
  - electronic point of sale (EPOS) payment systems
  - staff rota systems.
- Website to encourage direct bookings.

D2 Customer experience technology

- Seamless connectivity:
  o mobile access
  o Wi-Fi.
- Mobile apps developed for customer tablets and mobile phones:
  o concierge
  o booking
  o checking in/out.
- Virtual reality, chatbots, 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 touchscreen 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 the accommodation types, trends and ownership that form the sector		
A.P1 Describe accommodation types in the serviced and non-serviced sector. **A.P2** Explain the classification and rating systems, and guest facilities available in different types of accommodation. **A.P3** Explain different trends and ownership types in the accommodation sector.	**A.M1** Analyse the ways in which different types of accommodation are classified and rated, and the effect of trends on guest facilities.	**A.D1** Evaluate how two different types of accommodation have selected and adapted guest facilities by considering the influence of trends and ownership types.
Learning aim B: Investigate the structures and leadership styles that are designed to manage the accommodation sector		
B.P4 Explain how two contrasting accommodation types are structured. **B.P5** For two contrasting accommodation types, explain the leadership styles, including roles and responsibilities.	**B.M2** Assess how structure, leadership styles and roles and responsibilities could impact two contrasting accommodation types.	**BC.D2** Justify recommendations for organisation structure and leadership styles to further maintain standards and sustainable environmental practice in an accommodation organisation.
Learning aim C: Explore the methods and documentation used to maintain standards in accommodation services		
C.P6 Explain health, safety and security procedures used in two contrasting accommodation types. **C.P7** Explain the sustainability and environmental policies and practices used in two contrasting accommodation types.	**C.M3** For two contrasting accommodation types, assess the methods used to maintain standards and provide sustainable environmental practice.	
Learning aim D: Review the technologies for managing operations and customer experience in large-scale accommodation organisations		**D.D3** Present a comprehensive plan, with justified recommendations of how a large accommodation organisation could use technology to develop its operations and customer experience in line with organisational objectives.
D.P8 Present a basic plan of how a large accommodation organisation could use operational and customer experience technology in line with organisational objectives.	**D.M4** Present a detailed plan analysing how a large accommodation organisation could use operational and customer experience technology in line with organisation objectives.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* 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.P3, A.M1, A.D1)

Learning aims: B and C (B.P4, B.P5, C.P6, C.P7, B.M2, C.M3, BC.D2)

Learning aim: D (D.P8, D.M4, D.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 on accommodation services and providers.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will consider how two different types of accommodation select and adapt guest facilities, making specific, valid reference to a range of trends and ownership types in the industry that influence the selection. Learners will select two contrasting accommodation types (one in the serviced sector and one in the non-serviced sector) and give a comprehensive evaluation of each. The evidence will demonstrate accurate use of terminology to support effective judgements and justified conclusions in relation to trends and ownership.

For merit standard, learners will give a clear analysis of how different accommodation types are classified and rated, and how trends and ownership types influence the choice of guest facilities provided. The analysis will cover accommodation types in both serviced and non-serviced accommodation services (at least two in each area). Learners will refer to examples from existing organisations and terminology used within each sector. They will make reasoned analytical judgements involving detailed discussion of classifications, ratings and the effects of trends.

For pass standard, learners will correctly describe types of accommodation services in both the serviced and non-serviced sector, providing an appropriate description of two in each sector. They will also explain how accommodation services are classified and rated, showing a correct, realistic understanding of current trends and ownership types that are seen within both the serviced and non-serviced sector. Learners will make some relevant or generalised reference to existing organisations in each sector.

Learning aims B and C

For distinction standard, learners will make justified recommendations to further maintain standards and environmental sustainable practice for one chosen accommodation organisation from either the serviced or non-serviced sector. The chosen organisation should provide enough scope for a comprehensive investigation. The evidence will be logically structured and make accurate use of sector-specific terms. Learners will produce convincing consideration of how the chosen organisation could be organised and make use of effective leadership styles and approaches. They will thoroughly investigate systems and procedures used to maintain standards and sustainable environmental practice, making recommendations to further the practice with consideration of specific, relevant industry examples.

For merit standard, learners will give a detailed analysis of how two contrasting accommodation types are structured, their leadership styles and staff roles and responsibilities. Learners will analyse the common approaches to organisation structure, leadership styles, and staff roles and responsibilities found in the accommodation type. The analysis will make reference to relevant examples from the sector and make generally accurate use of sector specific terminology.

Learners will assess methods used by the same two contrasting accommodation types to maintain standards and provide sustainable environmental practice. They will examine common approaches to standards and sustainable environmental practice, and will make reference to examples from the sector and terminology. The analysis will be clear and balanced.

For pass standard, learners will select two contrasting accommodation types from either the serviced or non-serviced sectors, or one from each sector. Accommodation types chosen must have different structures and organisation approaches. Learners will correctly explain how these accommodation types are structured and organised, and the leadership styles commonly found. Learners will also show an appropriate understanding of staff roles and responsibilities. They will make some relevant reference to examples of organisations in their chosen sector(s).

Learning aim D

For the purposes of this assessment, a 'large accommodation organisation' is a chain or group employing more than 250 staff.

For distinction standard, learners will present a comprehensive plan, with justified recommendations of how a selected large accommodation organisation could use technology to develop its operations and customer experience in line with organisational objectives. The plan will make reference to one type of operational technology and one type of customer experience technology. Learners must suggest technologies not already in use in the organisation or suggest a new way in which the existing technologies could be used in the organisation. They may support their recommendations with examples of technologies being used in other accommodation organisations. Learners will provide valid evidence for their plan in order to justify their recommendations. The plan will demonstrate a thorough investigation of the potential technologies and how they might be appropriate for their chosen large-scale accommodation organisation and its objectives. Examples of good practice in other organisations or contexts may be used to help justify the recommendations in the plan.

For merit standard, learners will present a detailed plan showing analysis of how a selected accommodation organisation could develop its operational and customer experience technology provision in line with organisation objectives. A clear, coherent plan will be presented for one type of operational technology and one type of customer experience technology that a chosen large accommodation organisation could use. Learners must suggest technologies not already in use in the organisation or suggest a new way in which the existing technologies could be used in the organisation. They may refer to examples of technologies being used in other accommodation organisations. Learners will methodically investigate the technology and assess its suitability for the large accommodation organisation, making reference to current trends in the industry and the organisation's ownership and objectives.

For pass standard, learners will show correct understanding of both an operational and a customer experience technology. They will produce a basic plan with suggestions on how two selected technologies might be suitable for a chosen large accommodation organisation. Learners must suggest technologies not already in use in the organisation or suggest a new way in which the existing technologies could be used in the organisation. The plan will include an appropriate explanation of the technologies and make reference to current industry trends, ownership and objectives of the large accommodation organisation. The evidence will make some relevant use of examples or reasons to support suggestions made in the plan.

Links to other units

This unit links to:

- Unit 1: The World of Travel and Tourism
- Unit 2: Global Destinations
- Unit 4: Managing the Customer Experience in Travel and Tourism
- Unit 11: Events, Conferences and Exhibitions
- Unit 18: The UK as a Tourist Destination.

Employer involvement

This unit would benefit from employer involvement such as visits and guest speakers from local accommodation services providers.

Unit 18: The UK as a Tourist Destination

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners investigate and analyse the UK 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 the domestic market is important for the UK economy. By 2025, the tourism industry in the UK will generate an estimated £257 billion, which is just under 10% of UK gross domestic product (GDP), creating 3.8 million jobs.

Building on the knowledge you have gained in other units, you will have the opportunity to investigate the UK 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, recommending routes and itineraries that fall within the client's budget. You will also recommend the ancillary services a client 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 present relevant information from a variety of sources in order to meet the requirements of a given brief. 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.

Learning aims

In this unit you will:

A Explore different types of UK tourist destinations and motivating factors for visitor travel

B Examine how the infrastructure and facilities available in the UK meet the needs of different types of visitors

C Create inbound and domestic tourism itineraries to meet specific visitor requirements

D Investigate the impacts of inbound and domestic visitors on the economies of UK destinations.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore different types of UK tourist destinations and motivating factors for visitor travel	**A1** Types of destination **A2** Destinations associated with heritage, culture and sport **A3** Visitor types and motivations **A4** Potential impact of the media	A report or presentation with accompanying speaker notes covering four destination types. Recommendations of how infrastructure, facilities and media could contribute to an increase in UK tourism.
B Examine how the infrastructure and facilities available in the UK meet the needs of different types of visitors	**B1** Gateways, hubs and transport infrastructure **B2** Accommodation **B3** Ancillary services	
C Create inbound and domestic tourism itineraries to meet specific visitor requirements	**C1** Pre-arranged packages and costings **C2** Customised packages **C3** Documentation	Two itineraries based on contrasting visitor types, on a fixed budget, visiting at least four destinations in the UK and including accommodation, and all travel and attractions. Justification of how the suggested itineraries meet visitor needs.
D Investigate the impacts of inbound and domestic visitors on the economies of UK destinations	**D1** Positive economic impacts **D2** Negative economic impacts	A report or presentation investigating how tourism impacts employment and the economy of the UK, with examples of different tourist destinations to show how tourism can have both positive and negative impacts.

Content

Learning aim A: Explore different types of UK tourist destinations and motivating factors for visitor travel

The range and types of UK tourist destinations, and how they meet the different motivations of visitors.

A1 Types of destination

- Cities:
  - capital/major cities, e.g. Belfast, Birmingham, Bristol, Cardiff, Edinburgh, Glasgow, London, Manchester
  - historical and cultural cities, e.g. York, Chester, Cambridge, Bath.
- Coastal towns and resorts, e.g. Blackpool, Bournemouth, Brighton, Llandudno, Newquay, Scarborough, St. Andrews, Tenby.
- Islands, e.g. Channel Islands, Isle of Man, Isles of Scilly, Isle of Wight, Orkney.
- National Parks, e.g. Brecon Beacons, Cairngorms, Lake District, New Forest, Peak District, Pembrokeshire Coast, Snowdonia, Yorkshire Dales.
- Areas of outstanding natural beauty, e.g. Anglesey, Antrim Coast, Cotswolds, Giant's Causeway, Gower.
- Waterways, e.g. Caledonian Canal, Grand Union Canal, Llangollen Canal, River Thames, River Severn.

A2 Destinations associated with heritage, culture and sport

- Historical:
  - stately homes, e.g. Blenheim Palace, Castle Howard, Chatsworth House, Hampton Court
  - castles, e.g. Caernarfon, Alnwick, Warwick, Windsor, Edinburgh.
- Religious:
  - cathedrals and churches, e.g. Canterbury, Fountains Abbey, Salisbury, St Davids, Wells.
- Arts:
  - historical past, e.g. Beamish Museum, Blaenavon World Heritage Site, Ironbridge Gorge, Stonehenge
  - places associated with authors, playwrights and poets, e.g. Jane Austen, the Brontës, Robert Burns, Shakespeare, Dylan Thomas, William Wordsworth, Beatrix Potter
  - television and film locations, e.g. *Harry Potter* series, *Robin Hood*, *Downton Abbey*, *Game of Thrones*, *The Dark Knight Rises*, *Poldark*
  - artists and their inspiration, e.g. areas associated with Constable, Lowry, Turner.
- Entertainment:
  - theatres, e.g. London Palladium, Royal Albert Hall, Symphony Hall Birmingham
  - venues and festivals, e.g. O2, Manchester Arena, Glastonbury, V Festival.
- Shopping:
  - centres, e.g. Trafford Centre, Bluewater, Oxford Street, Cheshire Oaks Designer Outlet
  - markets, e.g. Christmas markets, Petticoat Lane.
- Food and drink, e.g. whisky distilleries in Scotland, cheese factory in Yorkshire, rock factory in Blackpool.
- Visitor attractions:
  - wildlife, e.g. Sea Life Centres, London Zoo
  - built, e.g. Alton Towers, Blackpool Pleasure Beach, Chessington.

- Sport:
  - venues, e.g. Aintree, Old Trafford, Gleneagles, Lord's Cricket Ground, Queen Elizabeth Olympic Park, Silverstone, St Andrews Links, Wembley, Wimbledon
  - events, e.g. Admirals Cup, The Open Championship, Great North Run, Henley Regatta, London Marathon, Royal Ascot, Six Nations, TT Races
  - participation sports, e.g. hiking, climbing, watersports, golf, fishing.

A3 Visitor types and motivations

- Visitor types:
  - inbound – those arriving in the UK from another country
  - domestic – those living in the UK, travelling in the UK
  - 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. UK students, Chinese tourists
  - special needs, e.g. mobility, hearing, language.
- Motivating factors for travel:
  - relaxation
  - weather
  - sightseeing
  - education
  - religious and cultural
  - activities and sports.

A4 Potential impact of the media

- The importance and potential impact of traditional and digital media on influencing visitors' decision making. Media coverage can have a positive or negative influence on visitor numbers to the UK.
- 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 the UK meet the needs of different types of visitors

The importance of using suitable gateways and hubs into the UK, as well as onward rail and road service infrastructure to meet visitor needs and budget requirements.

B1 Gateways, hubs and transport infrastructure

- Gateways: international entry points, e.g. London Heathrow, Manchester, Glasgow, Channel Tunnel.
- Hubs – national, regional and local connecting points:
  - regional airports, e.g. Stansted, Newcastle
  - local airports, e.g. Exeter, Stornoway
  - connectivity between the airport and city or resort areas, e.g. Gatwick Express.
- Ports:
  - coastal, e.g. Liverpool, Southampton, Hull, Dover
  - river, e.g. Tilbury.

- Road and rail services:
  - railway stations – major city termini, e.g. St Pancras for Eurostar, Waterloo, Manchester Piccadilly, Crewe
  - local transport, e.g. Metrolink trams, underground, bike hire/cycle routes
  - coach and bus, e.g. national, low cost, local
  - role of local transport, coach and bus services in providing connectivity to airports and railways.
- Other infrastructure that supports travel points and transport services:
  - water supplies and sanitation
  - electricity
  - internet, Wi-Fi, broadband.
- 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, campsites, tepees/yurts/pods, holiday villages, caravan parks, boats, cruise ships.
- Board basis, e.g. 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

- Transfers options: private, shuttle, car hire.
- Entertainment requiring pre-booked tickets or reservations, e.g. theatres, cinemas, casinos, sporting events, restaurants.
- Tour guide:
  - definition – a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area
  - types of tour guides, e.g. Blue Badge
  - role and responsibilities of a guide, e.g. health and safety
  - qualifications required to be a guide, e.g. languages, customer service.

Learning aim C: Create inbound and domestic tourism itineraries to meet specific visitor requirements

Meeting the needs of different visitors (individuals and group), including costing itineraries to meet their different budget requirements.

C1 Pre-arranged packages and costings

These can be used in planning itineraries as optional 'add on' elements to meet the visitor's requirements.

- Coach and rail:
  - day excursions, e.g. Windsor Castle from London, Blackpool from Manchester
  - tours, e.g. two-day tour to the Cotswolds, three-day tour to the Lake District
  - cruises, e.g. mini-cruise from Penzance to the Isles of Scilly.

C2 Customised packages

- Elements to consider and costs to calculate when producing a customised/tailor-made package/holiday:
  - transport – flights, public transport or private transport costs, driver regulations
  - accommodation – based on length of stay and arrival time
  - ancillary services – costs of pre-booked attractions or additional services in each destination
  - safety and security – in accommodation and on transport.

- Cost calculations:
  - costings to include all transport, accommodation, transfers, and optional ancillary services, e.g. admission tickets
  - group discounts
  - currency exchange rates.

C3 Documentation

- Itinerary – information for inclusion:
  - 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 – key details, pick-up time, duration
    - pre-booked meal arrangements
    - key details, pick-up time, package type, dietary requests.

Learning aim D: Investigate the impacts of inbound and domestic visitors on the economies of UK destinations

Tourism has potentially both positive and negative impacts on destinations. Maintaining a balance to ensure future sustainability is vital to the success of all tourist destinations.

D1 Positive economic impacts

- Generating revenue:
  - financial contribution of the travel and tourism industry to the UK gross domestic product (GDP)
  - impact on the economy of the different regions and countries of the UK
  - total visitor expenditure, size of economy across all industry sectors, contribution to the economy by the tourism industry (tourism ratio)
  - direct gross value added (the tourism multiplier) effect on UK businesses
  - government funding to support local, regional and national projects, including infrastructure projects, to benefit the travel and tourism industry and local people.
- Creating employment:
  - contribution by the travel and tourism industry to the UK employment sector
  - direct and indirect employment
  - types of jobs, full or part time, salaries, seasonality
  - potential impact of employment and unemployment on the regions of UK.

- Positive economic impacts linked to the environment:
  - preservation of land, habitats or wildlife, e.g. conservation projects, national parks and nature reserves that can benefit from the funding generated by tourism.

D2 Negative economic impacts

- Leakage – from overseas-owned companies.
- Seasonal employment/unemployment/low paid jobs.
- Negative economic impacts linked to the environment:
  - cost of addressing or reversing damage to the physical environment, e.g. pollution (water, air, visual), litter, graffiti, destruction of habitats, deforestation, erosion of footpaths, lakeshores
  - cost of repairing damage or disposing of waste caused by tourism
  - impact of negative environmental factors on visitor numbers and consequences for local economy through reduced visitor spending.

Assessment criteria

Pass		Merit	Distinction
Learning aim A: Explore different types of UK tourist destinations and motivating factors for visitor travel			
A.P1 Explain the features of four different types of tourist destination. **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 visitors.	**AB.D1** Justify recommendations on how infrastructure, facilities development and media coverage could be used to attract more visitors to travel to and in the UK.
Learning aim B: Examine how the infrastructure and facilities available in the UK meet the needs of different types of visitors			
B.P3 Explain how the transport infrastructure in the UK supports tourism. **B.P4** Explain how the facilities offered at a destination in the UK meet the needs of its visitors.		**B.M2** Assess how the current infrastructure, facilities and media coverage have helped to develop tourism in the UK.	
Learning aim C: Create inbound and domestic tourism itineraries to meet specific visitor requirements			
C.P5 Prepare two itineraries for different visitor types that include visits to at least four destinations. **C.P6** Explain how the itineraries meet the requirements of the visitors.		**C.M3** Produce comprehensive itineraries, analysing the reasons for the suggested itineraries.	**C.D2** Justify how one of the itineraries could be amended to meet the needs of a different type of visitor.
Learning aim D: Investigate the impacts of inbound and domestic visitors on the economies of UK destinations			
D.P7 Explain the positive economic impacts of tourism on two destinations in the UK. **D.P8** Explain the negative economic impacts of tourism on two destinations in the UK.		**D.M4** Analyse how tourism can boost the economies of two contrasting destinations in the UK.	**D.D3** Evaluate the impacts of tourism on two contrasting tourist destinations in the UK.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* 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 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 information online, 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 would also enhance their 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 to ensure full coverage of the assessment criteria. They should consider a range of different visitor types, including both inbound and domestic tourists with differing motivations for travel. Teachers should ensure that the features and facilities at the travel and tourism destinations and the different visitor types selected by learners provide sufficient scope to enable learners to complete the assessments fully.

For distinction standard, learners will draw selectively and accurately on varied information on the features of four UK destinations, giving logical, reasoned views on how the destinations meet different visitor motivations. Learners will refer to both inbound and domestic visitors. Their assessment of effectiveness will be accurate and convincing. Learners will support their assessment with consistently valid and specific evidence for their views.

Learners will give a thorough evaluation of how transport infrastructure, facility development and media coverage could be used to encourage a greater number of new visitor types or repeat visits to the UK. They will refer to a variety of relevant factors and consider the extent to which each factor might contribute to growth of the industry. Learners will make effective judgements on the relative importance of different factors in terms of their usefulness to the industry. They will offer consistently logical reasons and examples to justify their evaluation and develop clear conclusions.

For merit standard, learners will give a balanced assessment of how effective two of the four selected destinations are in meeting the needs of different visitor types, including both inbound and domestic visitors. Their assessment of effectiveness will be detailed. Learners will support their assessment with evidence in terms of specific details and examples that are relevant to the two selected destinations.

Learners' assessments will give a clear, detailed consideration of how the infrastructure, facilities and media coverage can affect tourism in the UK. They will examine the connections between infrastructure, facilities and the media. Learners will support their assessments with evidence in terms of specific details and examples that are mostly relevant to infrastructure, facilities and the media.

For pass standard, learners will explain the features of four different types of destinations, giving generally accurate details of their key aspects and appeal. They will give appropriate reasons to support a view on how these destinations meet the motivations of different types of visitor. In their explanations of meeting visitor motivations, learners should refer to both inbound and domestic tourists.

Learners will give a correct, realistic explanation of the role of transport infrastructure in contributing to tourism in the UK. Learners will give generally appropriate reasons to support a view on why the tourist facilities offered at **one** UK destination meet visitor needs. Learners will show an understanding of most of the relevant features, with some use of relevant supporting evidence for their explanations.

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 type. They should include one domestic itinerary (for example a family from Brighton who wish to tour Scotland for two weeks; four destinations will be included) and one inbound itinerary (for example a group of 20 Japanese tourists wanting to visit the heritage and cultural attractions of London and three other destinations in the UK). Learners should be given a total budget or a budget per person. The pen portraits should be detailed to enable learners to best match the itinerary to the visitors (for example the children in the family from Brighton wish to ride on the *Harry Potter* train in Scotland). Additional needs could also be stated in the pen portraits (for example one of the members of the Japanese group has reduced mobility and only seven speak English).

For distinction standard, learners will analyse complex information from different sources in order to respond comprehensively and effectively to visitor needs. The two itineraries will be precise and detailed, with reasons for choices fully explained. Learners 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 meeting additional or unstated needs in order to enhance the visitors' experience and whether the visitors' requirements could be exceeded. The itinerary will be accurately costed, in detail, and learners will produce a comprehensive cost breakdown to show how this has been worked out.

Learners will provide a detailed justification of how one of the itineraries could be amended to meet a contrasting set of needs for a different type of visitor on a different budget. If, for example, the first itinerary was for a value-for-money-orientated group tour, the amended itinerary could be for a special luxury stay for a special life-stage event. Learners will provide consistently valid, logical justifications for the conclusions reached. They will also provide a new, accurate and fully justified costing.

For merit standard, learners will draw on relevant information to produce two comprehensive itineraries that clearly meet the needs of the visitors. They will show sound understanding of the factors that need to be considered when selecting routes, forms of transport, accommodation and ancillary services. Learners will have considered at least one additional or unstated need that would enhance the visitors' experience. The itinerary will be costed within budget and learners will produce an itemised cost breakdown to show how this has been calculated.

Learners will produce itineraries that meet the given budgets and are suitable for the visitor type. They will also be able to analyse the reasons for their choices in producing the itineraries. Learners will present an objective analysis of ways in which their recommended itineraries meet visitor needs, substantiated by references to relevant examples.

For pass standard, learners will draw on relevant information to produce two suitable itineraries that adequately meet both budget and other requirements of two different visitor types. They will show realistic understanding of most of the factors that need to be considered when selecting routes and visitor attractions, and the importance of calculating costs within a budget. Learners will produce a breakdown of costs, though this may not be done in great detail. Learners will give some appropriate details and explanations to support a view on how the recommended itineraries meet visitor needs.

Learning aim D

To achieve learning aim D, learners will need to access statistics and data for the UK as a whole and for different destinations within it. The two different types of destinations chosen for the assessment of learning aim D may be the same as those studied in learning aims A and B. The two destinations may be chosen on a basis of availability of information, for example through information from tourist board regions or National Parks. Teachers should guide learners to appropriate sources to enable them to complete the assessment fully for this learning aim. The focus of this learning aim is on economic impacts, so learners should investigate any environmental impacts from the perspective of the financial aspects involved.

For distinction standard, learners will draw selectively on varied information to evaluate the negative economic impact of tourism and the positive benefits that tourism can bring to two different destination types. Their evaluations will show comprehensive coverage of both negative and positive economic impacts and the significance of these impacts. Learners may compare the UK as a whole to their chosen destinations. They will make consistently effective judgements on the relative importance of different impacts, drawing accurately on the results of their research to show understanding of both specific and wider impacts, and to justify their conclusions. Learners will have chosen destinations that have distinct differences and this will enhance the scope and quality of their evaluation. Learners will make accurate use of statistics and other evidence to support their evaluation.

For merit standard, learners will present the outcome of methodical and detailed examination of information to interpret key aspects and implications of tourism to the economies of two different destinations in the UK. They may compare the UK 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 would differ from a city. Learners will use statistical information and supporting evidence in arriving at reasoned analytical judgements.

For pass standard, learners will give details and generally correct reasons or explanations to support a view regarding the potential positive economic impacts of tourism on two different types of destinations in the UK. Learners will also give details and generally clear reasons or explanations to support a view regarding the potential negative economic impacts of tourism on two destinations in the UK. They will be able to identify the impacts, show realistic understanding of the consequences and give some relevant statistical information to support their explanation.

Links to other units

This unit links to:

- Unit 1: The World of Travel and Tourism
- Unit 2: Global Destinations
- Unit 9: Visitor Attractions
- Unit 16: Researching Current Travel Trends and Issues in Travel and Tourism
- Unit 17: Managing Accommodation Services.

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

Centres can involve employers, for example inbound and domestic tour operators and transport principals, in the delivery of this unit if there are locally available opportunities to do so.

4 Planning your programme

How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that 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 National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

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

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited 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 GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

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*.

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 Nationals. For some units, specific resources are required. This is indicated in the units.

How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Nationals 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 Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them 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, authorised assignment briefs, additional papers for external assessments and examples of marked learner work.

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

For further details see *Section 10*.

How will my learners become more employable through these qualifications?

BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

Employability skills, such as team working 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.

5 Assessment structure and external assessment

Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

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. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. Synoptic units may be internally or externally assessed. Where a unit is externally assessed you should refer to the sample assessment materials (SAMs) to identify where there is an expectation that learners draw on their wider learning. For internally-assessed units, you must plan the assignments so that learners can demonstrate learning from across their programme. A unit may be synoptic in one qualification and not another because of the relationship it has to the rest of the qualification.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, 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*.

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*, and the requirements for delivering assessment given in *Section 6*.

External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment you will want to take account of required learning time, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may resit an external assessment to obtain a higher grade of near pass or above. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to or benefit from taking all assessments twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

Key features of external assessment in travel and tourism

In travel and tourism, after consultation with stakeholders, we have developed the following.

- Unit 1: The World of Travel and Tourism

  This unit gives the foundation for learners to study other units in travel and tourism. They will explore all aspects of the industry: its terminology, its key components and its scale. The assessment consists of short- and long-answer questions related to the industry and how it operates.

- Unit 2: Global Destinations

  Learners will investigate the location and features of global destinations. They will complete tasks to explain the features that give appeal to global destinations and support different types of tourism. They will evaluate how travel plans/routes/itineraries meet customer requirements and research other factors to determine why the popularity of global destinations may change.

Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time, through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass (N) grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance which is worth more than an unclassified result but not yet at the Pass standard.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment. In the case of units containing synoptic assessment, the SAMs will also show where learners are expected to select and apply from across the programme.

The SAMs show the range of possible question types that may appear in the actual assessments. They give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners as with any assessment, the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. To allow your learners further opportunities for practice, an additional sample of each of the Pearson-set units will be available before the first sitting of the assessment.

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 *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals 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 national standards.

Principles of internal assessment

Assessment through assignments

For internally-assessed 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, and formative assessment by, 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.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Nationals 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 among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* 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 simply 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 national framework.

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. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity 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 to national standards. Before taking 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 in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10* 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.

Setting effective assignments

Setting the number and structure of assignments

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 some units we provide authorised assignment briefs. For all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification 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 tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

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

An assignment brief should have:

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

Forms of evidence

BTEC Nationals 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 for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2*. 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.

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:

- 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*.

Making assessment decisions using criteria

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

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

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2*
- 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 performance 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.

Dealing with late completion of assignments

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 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.

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.

Resubmission of improved evidence

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 remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days 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.

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 only be achieved at a Pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

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 also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC. When producing a plan, the assessment team may wish 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 external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of learners
- 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:

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

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of 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 and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

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

Both internal and external 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 chosen progression opportunities.

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

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

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

Administrative arrangements for internal 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 *Information Manual.* We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. 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 adjustment and special consideration in vocational internally-assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide 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 in line with the policy.

Appeals against assessment

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

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions.

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 task.

Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

Dealing with malpractice in assessment

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

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

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

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

Internally-assessed units

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* document gives full 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, 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.

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

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

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

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

- mark reduction for external assessments
- 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 *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed 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. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

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 this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson 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, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments (ICEA)*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

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

8 Quality assurance

Centre and qualification approval

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

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

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson 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; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services 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, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 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.

The awarding and certification of these qualifications will comply with regulatory requirements.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units and a pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, N or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, and for the Extended Diploma achieve a minimum 900 GLH at Pass or above (or N or above in external units)
- 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 (N or P) in units shown in the structure will not achieve a qualification.

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

Calculation of the qualification grade

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.

In the event that 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 Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

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 internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size		
	60 GLH	**90 GLH**	**120 GLH**
U	0	0	0
Pass	6	9	12
Merit	10	15	20
Distinction	16	24	32

Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

	Unit size	
	90 GLH	**120 GLH**
U	0	0
Near Pass	6	8
Pass	9	12
Merit	15	20
Distinction	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal 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 for the cohort.

Calculation of qualification grade

Applicable for registration from 1 September 2019

Certificate		Extended Certificate		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
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	73	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	104	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	130	D*D*	180	D*D*D*	270

* The Diploma and Extended Diploma are not eligible for performance tables in England.

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2019

Example 1: Achievement of an Extended Diploma with a PPP grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	Pass	9
Unit 2	120	Ext	Pass	12
Unit 3	90	Int	Pass	9
Unit 4	90	Int	Merit	15
Unit 5	90	Int	Pass	9
Unit 16	120	Int	Pass	12
Unit 17	90	Int	Merit	15
Unit 18	90	Int	Pass	9
Unit 9	60	Int	Pass	6
Unit 10	60	Int	Merit	10
Unit 11	60	Int	U	0
Unit 12	60	Int	Pass	6
Unit 13	60	Int	Pass	6
Totals	**1080**		**PPP**	**118**

The learner has achieved a Pass or above in Units 1, 2, 3, 4, 5, 17 and 18.

The learner has sufficient points for a PPP grade.

Example 2: Achievement of an Extended Diploma with a D*DD grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	Distinction	24
Unit 2	120	Ext	Distinction	32
Unit 3	90	Int	Pass	9
Unit 4	90	Int	Merit	15
Unit 5	90	Int	Distinction	24
Unit 16	120	Int	Distinction	32
Unit 17	90	Int	Merit	15
Unit 18	90	Int	Distinction	24
Unit 9	60	Int	Distinction	16
Unit 10	60	Int	Merit	10
Unit 11	60	Int	Distinction	16
Unit 12	60	Int	Distinction	16
Unit 13	60	Int	Pass	6
Totals	**1080**		**D*DD**	**239**

The learner has sufficient points for a D*DD grade.

Example 3: An Unclassified result for an Extended Diploma

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	Pass	9
Unit 2	120	Ext	Pass	12
Unit 3	90	Int	Merit	15
Unit 4	90	Int	Merit	15
Unit 5	90	Int	Distinction	24
Unit 16	120	Int	Pass	12
Unit 17	90	Int	Merit	15
Unit 18	90	Int	Merit	15
Unit 9	60	Int	Unclassified	0
Unit 10	60	Int	Merit	10
Unit 11	60	Int	Unclassified	0
Unit 12	60	Int	Unclassified	0
Unit 13	60	Int	Unclassified	0
Totals	**1080**		**U**	**127**

The learner has 240 GLH at U.

The learner has sufficient points for a MPP and has achieved a Pass or above in Units 1, 2, 3, 4, 5, 16 and 17 but has not met the minimum requirement for 900 GLH at Pass or above.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

Support for setting up your course and preparing to teach

Specification

This **specification** (for teaching from September 2019) includes details on the administration of qualifications and information on all the units for the qualification.

Delivery Guide

This free guide gives 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. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

Study skills activities

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite, an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

Training and support from Pearson

People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so 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
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs 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 National 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 Nationals. They include an overview of the qualifications' structures, planning and preparation for internal and external 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 Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns 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 Glossary of terms used for internally-assessed units

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.
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.

Term	Definition
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.
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).

Term	Definition
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.
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 Nationals.

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.
Bibliography using Harvard Referencing System	A detailed list of books and other sources, used by learners as part of their research and which has been incorporated into their work. Sources could include: published resources, textbooks, the internet, journal articles and trade magazines. Learners should refer to the most current resources available. In-text citations should be included, together with a comprehensive bibliography at the end of the document. Learners should use the Harvard Referencing System. Harvard in-text referencing requires learners to indicate both the author's surname and date in brackets, either immediately after the reference or directly at the end of the sentence.
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.
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.

Type of evidence	Definition and purpose
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.
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.

Pearson
BTEC Level 3 Nationals in
Travel and Tourism

Certificate in Travel and Tourism

Extended Certificate in Travel and Tourism

Foundation Diploma in Travel and Tourism

Diploma in Travel and Tourism

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