



# Level 3 Advanced Technical Diploma in Business Travel (450) (4782-32)

September Version 1.3

**Qualification Handbook**

## Qualification at a glance

<b>Industry area</b>	Travel and Tourism
<b>City &amp; Guilds qualification number</b>	4782-32
<b>Age group</b>	16-19 (Key Stage 5), 19+
<b>Entry requirements</b>	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
<b>Assessment</b>	To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> <li>• One externally set, externally moderated assignment</li> <li>• One externally set, externally marked exam, sat under examination conditions</li> <li>• Optional unit assessments as required</li> </ul>
<b>Additional requirements to gain this qualification</b>	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
<b>Grading</b>	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading.
<b>Approvals</b>	These qualifications require full centre and qualification approval
<b>Support materials</b>	Sample assessments Guidance for delivery Guidance on use of marking grids
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
<b>External quality assurance</b>	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 3 Advanced Technical Diploma in Business Travel (450)	450	720	4782-32	601/7515/1

Version and date	Change detail	Section
1.1 May 2016	Small typographical errors	Throughout
	TQT added for qualifications Assessment component titles amended	1. Introduction
	Employer involvement guidance updated throughout	4. Employer involvement
	Summary of assessment methods and conditions	5. Assessment
	Moderation and standardisation of assessment updated throughout	6. Moderation and standardisation of assessment
	Awarding individual assessments Awarding grades and reporting results	7. Grading
	Enquiries about results Re-sits and shelf-life of assessment results Malpractice Access arrangements and special consideration	8. Administration
1.2 June 2017	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification

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	Branding Changes	Throughout
1.3 September 2017	Updated learning outcomes for exam specification	5. Assessment – Exam Specification

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# 1 Introduction

## What is this qualification about?

The following purpose statement relates to the **City & Guilds Advanced Technical Diploma in Business Travel (450)**

Area	Description
OVERVIEW	
Who is this qualification for?	This qualification is for you if you are over 16 and wish to gain employment in one of the travel management companies focussing on business travel.
What does this qualification cover?	<p>By undertaking this qualification you will learn the knowledge required by employers in this sector to successfully gain employment within a travel management company. In order to achieve this you will undertake the following mandatory topics:</p> <ul style="list-style-type: none"><li>• Communications and Business Skills for Business Travel</li><li>• Sales and Marketing in Business Travel</li><li>• Travel Management</li><li>• Arranging Business Travel</li><li>• Products and Services for Business Travel</li></ul> <p>You will then select 1 of the following topics in order to gain the full qualification:</p> <ul style="list-style-type: none"><li>• Conferences and events</li><li>• Air Fares and Ticketing</li><li>• GDS – Global Distribution System (Online Reservation/Booking System)</li></ul> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers.</p>

## WHAT COULD THIS QUALIFICATION LEAD TO?

<p>Will the qualification lead to employment, and if so, in which job role and at what level?</p>	<p>Successful achievement of this qualification will lead to a job in a travel management company as a:</p> <ul style="list-style-type: none"> <li>• Business Travel Consultant</li> <li>• Travel Operations Executive</li> </ul> <p>Successful completion of this qualification will enable you to apply for jobs in any one of the major travel management companies.</p>
<p>Will the qualification lead to further learning?</p>	<p>You will have the opportunity to enter employment, or undertake further learning such as:</p> <ul style="list-style-type: none"> <li>• University – events management</li> <li>• Travel Consultant Apprenticeship – Business or Leisure</li> </ul>
<p><b>WHO SUPPORTS THIS QUALIFICATION?</b></p>	
<p>Industry</p>	<p>Guild of Travel Management Companies (GTMC)</p>



## Qualification structure

For the **Level 3 Advanced Technical Diploma in Business Travel (450)** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
<b>Mandatory</b>		
320	Products and services for business travel	60
321	Communication and business skills for business travel	90
322	Sales and marketing in business travel	90
323	Travel management	60
324	Arranging business travel	90
<b>Optional – Learners must be taught at least 60 GLH from units 330, 337-338</b>		
330	Conferences and events	60
337	Air fares and ticketing	60
338	Global distribution systems	60

## Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Advanced Technical Diploma in Business Travel	450	720

## Assessment requirements and employer involvement

To achieve the **Level 3 Advanced Technical Diploma in Business Travel (450)** candidates must successfully complete **both** the mandatory assessment components **as well as** the optional assessment components for their chosen optional units.

Component number	Title
<b>Mandatory</b>	
032 or 532	Level 3 Business Travel - Theory exam
030	Level 3 Business Travel - Synoptic assignment
<b>Optional</b>	
330	Level 3 Conferences and events - Assignment
337	Level 3 Air fares and ticketing - Assignment
338	Level 3 Global distribution systems - Assignment

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

### Employer involvement

Component number	Title
<b>Mandatory</b>	
832	Employer involvement

## 2 Centre requirements

### Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: [www.cityandguilds.com](http://www.cityandguilds.com)

### Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

### Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

### Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

### Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

### Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

## 3 Delivering technical qualifications

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

### Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments Guidance for delivery Guidance on use of marking grids	Available 2016 on the qualification pages on the City & Guilds Website: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

*Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.*

*[Technical qualifications] must:*

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

### Qualification approval

To be approved to offer City & Guilds technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

## Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

## Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification. This does not mean that employer involvement in the optional units is not valuable, and centres are encouraged to consider this wherever appropriate.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows<sup>1,2</sup>:

### ***The following activities meet the requirement for meaningful employer involvement:***

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification<sup>3</sup>;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*

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<sup>1</sup> As extracted from: Vocational qualifications for 16 to 19 year olds

2017 and 2018 performance tables: technical guidance for awarding organisations

<sup>2</sup>This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

<sup>3</sup> DfE work experience guidance

- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

*In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.*

***The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:***

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

### **Types of evidence**

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

### **Quality assurance process**

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

### **Sufficiency of involvement for each learner**

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

### **Live involvement**

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (eg the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.



It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

### Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

## 5 Assessment

### Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
032/532	Externally marked exam	<p>The exam is <b>externally set and externally marked</b>, and will be taken online through City &amp; Guilds' computer-based testing platform (032) or paper based test (532).</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: <a href="http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations">http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</a></p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have <b>one</b> opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.</p>

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030	Synoptic assignment	<p>The synoptic assignment is <b>externally set, internally marked and externally moderated</b>. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City &amp; Guilds provides guidance and support to centres on the marking and moderation process.</p>
Optional Units 330 337 338	Unit Assignment	<p>The unit assignments are <b>externally set, internally marked and externally moderated</b>. The assignments require candidates to identify and use effectively skills, knowledge and understanding from across the unit content area. Candidates will be judged against the unit grading criteria</p> <p>Arrangements for release, security and re-sitting assignments are the same as detailed for the synoptic assignment.</p>

## **What is synoptic assessment?**

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

## **How the assignment is synoptic for this qualification**

The typical assignment brief could be to prepare a pitch for new business based on a detailed client brief. This would include producing a customer service charter, cover the role of a travel management company (TMC), produce sample itineraries based on the brief, produce a report on what business class service means, and finally pitching the idea.

This will require the candidate to draw on their knowledge and skills developed across the qualification content to complete these tasks effectively.

This will require the candidate to identify and plan how to meet this the client's needs using their understanding of both the information available on destinations and business travel, and how these can be implemented. They will need to develop appropriate documentation and finally pitch for the business.

## **External exam for stretch, challenge and integration**

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

## **Optional unit assessments and integration into the synoptic qualification content**

While the mandatory units for this qualification provide the main skills and knowledge required to work in travel and tourism the optional units provided give centres flexibility when devising programmes to meet local employment needs, where the purpose of the qualification demands this.

The assessments for the optional units will require that the candidate has experienced the full breadth of mandatory learning of the qualification in order to better demonstrate the rounded performance expected at higher grades.

## Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Level 3 Advanced Technical Diploma in Business Travel (450) Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
<b>AO1</b> Recalls knowledge from across the breadth of the qualification.	Roles and responsibilities, terminology, travel geography, levels of service for business class travellers.	10%
<b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Service level agreement/travel policies , content of itineraries, business customer needs	20%
<b>AO3</b> Demonstrates technical skills from across the breadth of the qualification.	Itineraries production and content, presentation, customer charter, levels of service offered.	30%
<b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Itineraries, presentation, customer charter, levels of service offered, personal reflect/ evaluation.	30%
<b>AO5</b> Demonstrates perseverance in achieving high standards and	Itineraries, presentation, customer charter.	10%

attention to detail while showing an understanding of wider impact of their actions.

### Exam specification

AO weightings per Exam

AO	Exam (005) weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	30
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	50
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20

The way the exam covers the content of the qualification is laid out in the table below:

**Assessment type:** Examiner marked, written exam\*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P/M/D

005	Duration:2 hours		
Unit	Learning outcomes	Number of marks	%
320	Understand the business class experience	16	27%
	Understand ancillary products and services in business travel		
	Understand the importance of MICE in business travel		
	Know how to sell to business travellers		
323	Understand the role of the TMC in arranging and applying travel policies	14	23%
	Understand the role of the Account Manager		
	Understand how TMCs support comprehensive travel needs		



	Understand the use of customer profiling in business travel		
324	Arrange discounted airfares and train fares for the business traveller	18	30%
	Understand how to plan business travel itineraries		
N/A	Integration across the units	12	20%
	<b>Total</b>	<b>60</b>	<b>100</b>

\*These exams are sat under invigilated examination conditions, as defined by the JCQ: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Entry for exams can be made through the City & Guilds Walled Garden.

## 6 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

### **Supervision and authentication of internally assessed work**

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

### **Internal standardisation**

For internally marked work<sup>4</sup> the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IOA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

### **Provision for reworking evidence after submission for marking by the tutor**

It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales ie the candidate has shown they can perform sufficiently better previously in formative assessments.

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<sup>4</sup>

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

### Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to [appeals@cityandguilds.com](mailto:appeals@cityandguilds.com).

### Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for

moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

### **Post-moderation procedures**

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

### **Centres retaining evidence**

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

## 7 Grading

### Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

### Grade descriptors

#### To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

#### To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.

- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.
- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

### Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 3 Advanced Technical Diploma in Business Travel** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction\*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary(ies) for the synoptic assignment(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
030	40

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Synoptic Assignment (030)	X/P/M/D	60%
Exam (032/532)	X/P/M/D	40%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Assignment: 60%	6	12	18
Exam: 40%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Minimum points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction\* will be the highest achieving of the Distinction candidates.

## 8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

### External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times, maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.



### Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **[www.cityandguilds.com](http://www.cityandguilds.com)**.

### Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments **once only**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

### Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCO form, JCO/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

### Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the

document *Managing cases of suspected malpractice in examinations and assessments*.

### **Access arrangements and special consideration**

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website:

**<http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>**

### **Special consideration**

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: **<http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>**

<b>UAN:</b>	F/507/7454
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

This unit has been designed to enable learners to understand the broad range of products and services that are offered to Business Travellers. It will focus on the high value, low risk products that Business Travel Consultants in Travel Management Companies (TMCs) can sell to generate the most income and recognise the importance of these within business travel as a significant additional revenue generator.

Through this unit learners will explore the products and services on offer, the benefits that these have for sales agencies (apart from simply generating money) and the benefits that they have for business travellers. There will also be an exploration of the levels of services available to business travellers and how this creates a VIP experience.

There will also be an in-depth exploration of the Meetings, Incentives, Conference and Exhibitions (MICE) sector. In recent years this has grown significantly and is now becoming big business for TMCs, with some MICE specialists already in the market and the expenditure on this type of activity growing each year.

Finally, learners will know how to sell products and services to business travellers by being able to focus on the key points to raise when selling items and ensuring that any objections are successfully overcome.

### Learning outcomes

In this unit, learners will be able to

1. Understand the business class experience
2. Understand ancillary products and services in business travel
3. Understand the importance of MICE in business travel
4. Know how to sell to business travellers

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning Outcome

#### 1. Understand the business class experience

##### Topics

- 1.1 Airport arrival and transit
- 1.2 Flight experience
- 1.3 Additional services

##### Topic 1.1

Learners will understand the products and services which are available at the airport for business travellers, eg:

- airport meet and greet (eg, valet parking, chauffeur options)
- dedicated check-in services
- fast-track security processes/ passport control / arrival immigration
- business class lounge (eg drinks, snacks, newspapers, Wi-Fi access, showers)
- priority boarding/disembarkation

##### Topic 1.2

Learners will understand the facilities and service standards of a Business Class service on a long haul flight, eg:

- a la carte menu and drinks choices
- seat pitch and flat-bed options
- dedicated cabin crew
- quieter, to allow people to work on-board
- privacy seats
- in seat facilities (In-flight entertainment, in-seat massages, noise cancelling headphones)

##### Topic 1.3

Learners will understand the range of services provided as part of the booking process, which further enhance the customer experience, eg:

- out-of-hours services
- booking options – corporate/self/mobile
- personal assistant service
- remote concierge service (eg arranging theatre/sport event tickets, trip advice, dinner reservations)

## Learning outcome

### 2. Understand ancillary products and services in business travel

#### Topics

- 2.1 Importance
- 2.2 Range of products and services
- 2.3 Benefits of products and services

Ancillary products and services are used by TMCs not only to meet client needs and expectations but also as a way of generating significant revenue as a result of upselling.

#### Topic 2.1

Learners will understand the importance of business travel organisations selling ancillary products and services, eg:

- meeting client needs/ expectations
- increasing revenue/ profits
- retaining business from clients
- providing “wrap around” support for clients

#### Topic 2.2

Learners will understand the range of products and services available to business travel clients, eg:

- airport transport options (eg chauffeur services, car parking, valet parking)
- in-flight options (eg meal upgrades, class of flight upgrade, pre-booked seats, on-board Wi-Fi)
- passport and visa information (eg advice giving, chargeable support)
- health information (eg what areas have high risk, possible injections required)
- foreign exchange facilities
- pre-paid Wi-Fi facilities

#### Topic 2.

Learners will understand the benefits of different ancillary products and why business travellers would purchase them.

## Learning outcome

### 3. Understand the importance of MICE in business travel

#### Topics

- 3.1 Definition
- 3.2 Scale
- 3.3 Additional services

#### Topic 3.1

Learners will understand what is meant by MICE and the importance of this sector

within Business Travel Services:

Definition of MICE

- Meetings
- Incentive Travel
- Conference
- Events

Importance, e.g.

- additional revenue for TMCs
- opportunities to incentivise staff

### Topic 3.2

Learners will understand the scale of MICE within the UK economy, eg:

- financial value of the sector
- number of dedicated companies
- number of UK jobs supported by MICE
- number of delegates attending MICE related activities annually (in UK and overseas)

### Topic 3.3

Learners will know the additional services MICE specialists also provide to business travellers as part of their service, eg:

- specific incentive travel (eg, major sporting events, reward trips)
- video/ conference calling
- promotion and management of events (including booking systems)
- accommodation for delegates

## Learning outcome

### 4. Know how to sell to business travellers

#### Topics

- 4.1 Appropriate products
- 4.2 Presenting options
- 4.3 Overcoming objections
- 4.4 Confirming the sale

#### Topic 4.1

Learners will know how to identify appropriate products for business travellers based on their requirements, eg:

- date of travel
- destination
- departure airport
- usual travel habits

#### Topic 4.2

Learners will know how to present options for additional products and services to

business travellers, eg:

- leading with benefits and not costs
- outlining how much time client would save
- creating a need that the client might not know they have

### Topic 4.3

Learners will know how to overcome objections to booking additional products and services for business travellers, eg:

- options are within agreed travel policy
- outlining benefits client might not know
- reinforcing the need for the service

### Topic 4.4

Learners will know how to close the sale around additional products and services, eg:

- creating a sense of urgency around booking the service whilst still available
- process for confirming the booking with the authorised person

## Guidance for delivery

Whilst this unit focuses on the products and services that are available to business travellers, the delivering tutor should ensure that the scale of ancillary products and services for business travellers is made clear to learners – with reference to the most recent information available for industry spend. The distinction should be made clear between those selling products and services, those supplying products and services and those using products and services and the benefits to all parties of meeting the traveller's needs at every stage of their journey. Learning outcome four should be delivered practically, giving learners the opportunity to develop their selling skills.

Learning outcome three focuses on a major sector of the business travel industry – the specialist services and complexities required for delivering MICE. This is an expanding area of the industry and a visit to a major travel event or conference would assist learners in understanding the scale of these enterprises.

All opportunities to enhance learner skills with practical tasks should be encouraged (particularly for learning outcome four) and the support of local TMCs and guest speakers from industry should be sought after.

The intention of this unit is to prepare learners for working in business travel so the delivery of the content should be done with this context in mind.

## Suggested learning resources

The best resources for delivering this unit are to be had directly from TMCs and suppliers themselves, as well as referring to their websites which list the products and services they offer to their clients.

## **Books**

Business Travel: Conferences, Incentive Travel, Exhibitions, Corporate Hospitality and Corporate Travel

Davidson, R and Cope, B

Published by: Financial Times/ Prentice Hall; 1 edition (13 Dec. 2002)

ISBN: 978-0582404441

The Big Book of Sales Games

Carlaw, P and Deming VK

Published by: McGraw-Hill Professional (1 May 1999)

ISBN: 978-0071343367

Meeting and Event Planning For Dummies

Friedmann S

Publisher: John Wiley & Sons Inc 2003

ISBN: 978-0764538599

Planning and Management of Meetings, Expositions, Events and Conventions Fenich, GG

Publisher: Pearson Education (US) 2014

ISBN: 978-0132610438

## **Journals, on line publications:**

[http://www.imex-frankfurt.com/media/196019/MPIF\\_UKEIS\\_Final\\_Report.pdf](http://www.imex-frankfurt.com/media/196019/MPIF_UKEIS_Final_Report.pdf)

(Economic impact of the meeting industry, 2006)

[http://www.imexexhibitions.com/media/350548/UNWTO\\_meetingsindustry\\_am\\_report%20%282%29.pdf](http://www.imexexhibitions.com/media/350548/UNWTO_meetingsindustry_am_report%20%282%29.pdf) (Global report of the meetings industry 2014)

[www.meetpie.com](http://www.meetpie.com)

<http://www.eventindustrynews.co.uk/>

[www.mia-uk.org](http://www.mia-uk.org)

## **Videos**

Upselling Products and Services in Tourism and Hospitality

[www.classroomvideo.co.uk](http://www.classroomvideo.co.uk)

## **Websites**

Virgin Trains

<http://www.virgintrains.co.uk/trains/first-class/>

First great western Trains  
**board/first-class**

[https://www.firstgreatwestern.co.uk/your-journey/on-](https://www.firstgreatwestern.co.uk/your-journey/on-board/first-class)

Eurostar

**planning/travel-classes/business-premier**

<http://www.eurostar.com/uk-en/travel-info/travel->

Heathrow Airport

<http://www.heathrowvip.com/>

British Airways  
**classes/first/first**

[www.britishairways.com/en-gb/information/travel-](http://www.britishairways.com/en-gb/information/travel-)

Virgin Atlantic

**experience/upperclass.html**

[www.virgin-atlantic.com/gb/en/the-virgin-](http://www.virgin-atlantic.com/gb/en/the-virgin-)





## Unit 321

## Communication and business skills for business travel

<b>UAN:</b>	J/507/7455
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

This unit will provide learners with the office and communication skills that are fundamental to travel management companies (TMCs), including time management, written and verbal communication, client rapport building, and negotiation.

Learners will be taught the standard of professionalism required by TMCs and understand its impact on clients. Learners will be expected to demonstrate these standards in practical activities. The industry's expectations of personal behaviour and appropriate use of social media are also covered, as well as key requirements such as data protection.

Learners will get an understanding of the importance of team work to TMCs, including its impact on service levels.

TMCs communicate by presentation for certain key activities, so it is vital that candidates have an opportunity to develop presentation skills, alongside an understanding of how and when they should be used.

### Learning outcomes:

In this unit, learners will be able to:

1. Understand how to use the office and communication skills fundamental to TMCs
2. Demonstrate the standards of professionalism required by TMCs
3. Use presentations for TMCs

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand how to use the office and communication skills fundamental to TMCs

### Topics

- 1.1 Different types of communication
- 1.2 How and when to use office and communication skills
- 1.3 Use office and communication skills

#### Topic 1.1

Learners will describe different types of communication used by TMCs, eg:

Written communication:

- email
- use of templates for consistency
- importance of relevant and complete information
- email signatures
- house style

Telephone:

- creating rapport
- professionalism
- first impressions
- tone and clarity
- body language
- standardised responses
- house style

#### Topic 1.2

Learners will describe the office and communication skills that are fundamental to TMCs, including:

Office:

- time management – eg multi-tasking, deadlines, working to Service Level Agreements (SLAs)
- key office tools – eg email, scanner, photocopier, telephone, fax, payment processing

Communications:

- negotiation
- rapport building
- appropriate communications for different groups (eg clients, suppliers, colleagues)

#### Topic 1.3

Learners will be able to use office and communication skills to conduct calls and discuss business travel requirements with clients, and confirm in writing.



## Learning outcome:

### 2. Demonstrate the standards of professionalism required by TMCs

#### Topics

2.1 standards of professionalism required

2.2 importance of team work in TMCs

2.3 impact of professionalism in TMCs

#### Topic 2.1

Learners will know the standards of professionalism required, including:

- dress and personal appearance
- behaviour, conduct, office etiquette
- timekeeping
- appropriate use of social media – both business and personal
- adherence to key regulations and legislation, including
  - Data Protection
  - client confidentiality

#### Topic 2.2

Learners will understand the importance of team work to TMCs, including its impact on service levels, including:

- working together to ensure objectives are met, achieve results
- meeting SLAs to ensure others can carry out tasks

Learners will describe the characteristics of good team work in TMCs, including:

- cooperation across departments
- clear allocation of tasks per role (eg team leader, senior travel consultant, junior travel consultant)
- appropriate share of workload

#### Topic 2.3

Learners will explain the impact of professionalism in TMCs, eg:

- impact on clients and potential impact on business and the 'bottom line'
- impact on suppliers and colleagues

## Learning outcome:

### 3. Use presentations for TMCs

#### Topics

3.1 Uses of presentations in TMCs

3.2 Characteristics of effective presentations

3.3 Deliver presentations to audiences

#### Topic 3.1

Learners will know the different uses of presentations in TMCs, including:

- sales – for promotion, pitching
- account management – client reporting, client retention, SLAs for new clients
- training

### Topic 3.2

Learners will know the characteristics of effective presentations, eg:

- different software platforms
- efficiency, clarity – effective presentation of content
- use of imagery and animation – including copyright as required
- consideration of audience
- relevance of content
- attention to detail
- impact of errors/mistakes

### Topic 3.3

Learners will understand the different skills and qualities required to deliver a presentation to an audience, eg:

- confidence
- preparation of speech
- preparation of materials
- timekeeping
- practicing
- answering questions

## Guidance for delivery

Communication and business skills are a fundamental requirement for anyone who wishes to progress into the world of Business Travel, and this unit will assist learners to develop those skills. As such, it make a very good introductory unit to the Extended Diploma, as its tenets can then be applied across the qualification as a matter of on-going good practice.

Travel Management Companies have contracts with organisations who have travel budgets that can be many millions of pounds. Although it is understood that any customer service facing agent needs to have good communication and a positive attitude, when the stakes are so high, there is an imperative for agents working within TMCs to be equipped with a totally professional outlook and range of skills to service their clients at the expected levels.

It is therefore recommended that the delivering tutors on the Business Travel option of the Extended Diploma create a learning environment where acting professionally is part of the norm demonstrated by the learners. Hence any written work should comply with accepted conventions in spelling, grammar and punctuation; presentations on any subject across the units should be carried out complying with the principles of delivering effective presentations.

Surprisingly, many young people go into the work place with no understanding of the expectations of behaviour and attitudes, or the operation of basic office equipment that they need to be familiar with, including how to answer and use the telephone.

All the learning outcomes in this unit should therefore be delivered with a practical and interactive approach, allowing learners to develop confidence in the skills they will need in their career.

## Suggested learning resources

### Books

Effective Communication Adair, J  
Published by: Pan Macmillan (2009)  
ISBN: 978-0330504263

Business Skills All-in-One For Dummies Editor: Burton, K  
Published by: John Wiley (2012)  
ISBN: 978-1119941620

Customer Service over the Phone Coscia, S  
Disney Institute, Be Our Guest: Perfecting the Art of Customer Service  
Published by: Disney Press 2011  
ISBN: 978-1423145844

### Journals and magazines

Harvard Business Review <https://hbr.org/2013/06/how-to-give-a-killer-presentation/>

### Websites

<http://www.mindtools.com/>

[www.skillsyouneed.com](http://www.skillsyouneed.com)

<https://www.youtube.com/watch?v=i68a6M5FFBc>: How to give powerful presentations



<b>UAN:</b>	L/507/7456
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

This unit is designed to give learners a clear understanding of the business travel environment and how the organisations servicing business travellers differ from those servicing the leisure market. Travel Management Companies operate in a high value and extremely competitive market. They have to employ sophisticated sales and marketing techniques to ensure that they maintain and expand their client base.

Learners will be introduced to the concept of business to business (B2B) marketing and sales and how this differs from direct marketing. They will be able to differentiate between sales and marketing activities, looking at each of these areas separately. Any large customer facing organisation needs to focus on its visibility and effectiveness on the web and this unit gives learners the opportunity to consider this rapidly changing environment in detail.

### Learning outcomes:

In this unit, learners will be able to

1. Understand the business travel environment
2. Understand Business to Business (B2B) sales and the role of the account manager in sales
3. Understand marketing strategies for business travel

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

## Learning outcome

### 1. Understand the business travel environment

#### Topics

- 1.1 Different types of business travel organisation
- 1.2 The characteristics of business travel organisations
- 1.3 Roles and responsibilities in business travel

#### Topic 1.1

Learners will know the different types of business travel organisation, including:

- size – small, medium, large
- general vs specialist (eg focus on a particular sector)

The learner will be able to explain the term 'travel management company' (TMC).

#### Topic 1.2

Learners will know the characteristics of TMCs, including:

- importance of sales and marketing activities in TMCs
- types of products and services, including MICE (Meetings, Incentives, Conferences, Events)
- use of offline (personal contact) vs online corporate booking tools (CBTs) or self-booking tools (SBTs)

#### Topic 1.3

Learners will understand the key roles and responsibilities within travel management companies, including:

- Sales – dedicated to securing new business from corporate clients, 'on the ground', pitching and presenting to new customers, responding to Requests for Information (RFIs)
- Marketing – support Sales team, produce sales and marketing materials, eg mailshots, manage websites
- Account Managers – manage relationship with clients, follow up new leads secured by the Sales team
- Consultants – operations, servicing clients by phone and emails, making bookings, responsible for upselling

Learners will understand how the roles work together, including

- how Sales and Marketing work together
- how Sales and Marketing hand over to Account Managers
- how Account Managers work with operations

## Learning outcome:

### 2. Understand Business to Business (B2B) sales and the role of the account manager in sales

#### Topics

- 2.1 The sales process
- 2.2 Generating new business
- 2.3 Account managers' role within Sales and Marketing

#### Topic 2.1

Learners will know the purpose and stages of the B2B sales process, to include:

- initial cold calling – establishing leads
- making first appointments, fact finding – establishing type of business and needs
- presenting – to the prospective client
- difference in approach for different account sizes eg from £50K up to £500K sales per annum

#### Topic 2.2

Learners will understand how TMCs generate new leads from clients, including:

- ensuring visibility on the web, including management of web searches (eg Search Engine Optimisation SEO)
- using LinkedIn and other professional social media platforms
- capitalising on 'word of mouth' leads
- visiting or calling business parks
- responding to tender documents or requests for information (RFI) and completion of these to timeframe

#### Topic 2.3

Learners will understand the role of the account manager within sales, including:

- maintaining current business by managing relationships with clients and suppliers
- building business, supporting cost savings, maximising revenue

## Learning Outcome

### 3. Understand marketing strategies for business travel

#### Topics

- 3.1 Different types of marketing activity
- 3.2 The use of market segmentation
- 3.3 Marketing strategies for TMCs

#### Topic 3.1

Learners will understand the different types of marketing activity used by TMCs, including:

- managing the TMC website

- using social media
- developing mail shots and leaflet drops
- using bought databases, eg for specific industry sectors

Learners will know the difference between a marketing campaign and a marketing strategy.

### Topic 3.2

Learners will know the different ways to segment the market, including

- by industry sector
- by revenue potential
- by type of product/service required by the client
- by company profile and business values

### Topic 3.3

Learners will know how to develop a marketing campaign for a TMC, including

- researching prospective clients
- setting objectives for marketing campaign
- designing marketing materials

## Guidance for delivery

Learners will already have studied Marketing and Promotions in Travel and Tourism in the Foundation Diploma, and so there is the assumption in this unit that the basic principles of marketing will already be understood. Learners need to appreciate that the major difference between the two units is that TMCs are trying to attract and maintain the business of corporate clients, rather than individual travellers. These accounts can be worth many millions of pounds to the company managing their travel requirements and so their approach to sales and marketing is very different.

Learning outcome one forms an introduction to the business travel environment, with a focus on how TMCs differ, the products and services they offer and key roles within the organisations. This business travel environment will not be familiar to the average learner who has a tendency to automatically link 'travel' with 'holidays' and so the differences from leisure travel must be clarified and emphasised throughout by the delivering tutor. A visit to a TMC, or having a visiting speaker would be invaluable in expanding the learners' understanding by placing the unit in context.

Learning outcome two focuses on the sales process and the ways that TMCs generate new business by cold calling and following up on leads. Increasingly important, of course, is activity that creates visibility on different internet platforms, including websites and social media, which can make or break an organisation's reputation. This topic will require individual research and evaluation by the learner, who could usefully compare the websites of different sizes of organisation, as well as contrasting them with how leisure travel and tourism business set up their web pages. It is essential that any case studies or resources used to deliver this topic are completely current.

Larger TMCs will have very distinct Sales and Marketing teams with different functions, whereas these roles are often combined in smaller organisations, but learners need to understand the difference between the two. The role of the Account Manager is explored in more detail in unit xxx, Travel Management, but it is key to both maintaining the current client base, as well as identifying opportunities to expand the business with those clients.

Learning outcome three focuses on the role of the Marketing department, again emphasising the importance of internet activity. Market segmentation is a concept that should be familiar to learners, but when the marketing is aimed at businesses, the parameters are not the same as when they are aimed at social groupings. This learning outcome lends itself to practical activities, where learners can develop their own campaign or strategy for a TMC.

## Suggested learning resources

### Books

Profitable Social Media Marketing: How to Grow Your Business Using Facebook, Twitter, Google+, LinkedIn and More: 2  
Kitchen, T; & Mirza, T  
Published by: CreateSpace Independent Publishing Platform; 1 edition (2013)  
ISBN: 978-1492819936

Marketing: Twitter: The Top 100 Best Ways To Market Your Business & The Top 100 Best Ways To Use Twitter To Make Money:  
McCloud, A  
Published by: CreateSpace Independent Publishing Platform; (2015)  
ISBN: SBN-13: 978-1507657188

Marketing in Travel and Tourism  
Middleton, V; **Fyall** A; Morgan, M; & **Ranchhod**, A  
Published by: Routledge; 4 edition (20 Mar. 2009)  
ISBN: 978-0750686938

Marketing concepts and strategies  
Ferrell, O; Dibb, S; Simkin, L; & Pride, W  
Published by: Cengage Learning, 2012  
ISBN-13 978-1408064320

### Journals/magazines

- The Business Travel Magazine [www.thebusinesstravelmagazine.com](http://www.thebusinesstravelmagazine.com)
- Business Traveller [www.businesstraveller.com](http://www.businesstraveller.com)
- Buying Business Travel [www.buyingbusinesstravel.com](http://www.buyingbusinesstravel.com)

### Websites

- The Advertising Association <http://www.adassoc.org.uk>
- The Chartered Institute of Marketing <http://www.cim.co.uk>
- Marketing donut (branding website)  
<http://www.marketingdonut.co.uk>
- Small Business Computing: Customer Databases as Marketing Tools  
<http://www.smallbusinesscomputing.com/emarketing/article.php/3877761/Customer-Databases-as-Marketing-Tools.htm>
- Marketing Donut: Marketing With Your Database  
<http://www.marketingdonut.co.uk/marketing/customer-care/understanding-your-customers/marketing-with-your-database>
- Marketing Schools: B2B Marketing  
<http://www.marketing-schools.org/types-of-marketing/b2b-marketing.html>

<b>UAN:</b>	Y/507/7458
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to gain an understanding of why organisations that spend a significant amount on travel arrangements use Travel Management Companies (TMCs) to service their travel needs and the added value they offer.

Learners will gain an understanding of how travel policies are created and managed in order to maximise client savings in terms of their travel budget.

The Account Manager is the main point of contact in managing the relationship and travel budgets on behalf of the client. Learners will gain an understanding of the role.

Due to the international nature of the travel sector, clients will be working in different time zones and therefore continual services will be required 24 hours a day, 365 days a year. It is important that learners understand that in an increasingly volatile world, politically, economically and socially, TMCs need to be able to respond to customer needs rapidly and effectively.

### Learning outcomes:

In this unit, learners will be able to

1. Understand the role of the TMC in arranging and applying travel policies
2. Understand the role of the Account Manager
3. Understand how TMCs support comprehensive travel needs

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand the role of the TMC in arranging and applying travel policies

### Topics

- 1.1 Travel policies
- 1.2 Preferred suppliers
- 1.3 Operational Service Level Agreements (SLA)

#### Topic 1.1

Learners will understand how travel policies are negotiated and what they cover. Learners will understand how consultants manage the client travel policy, eg:

- class of travel
- authorisation process
- rate caps

#### Topic 1.2

Learners will understand how important it is to ensure compliance with corporate supplier programmes, eg:

- negotiated special rates with accommodation, airlines, car rentals
- corporate loyalty schemes

#### Topic 1.3

Learners will understand operational Service Level Agreements (SLA) and how they are used to manage client and TMCs service expectations, eg:

- response time to telephone and emails
- resolving problems/complaints
- hours of operation/out of hours servicing
- staffing – dedicated team/general
- self-booking tools (SBT)
- corporate booking tools (CBT)
- cost options (different fares or rates available/ numbers of choices offered)
- travel policy compliance
- booking authorisation procedures



## Learning outcome:

### 2. Understand the role of the Account Manager

#### Topics

- 2.1 Client relationships
- 2.2 Reporting and analysis
- 2.3 Supplier relationship
- 2.4 Service costs

#### Topic 2.1

The learner will understand the importance of creating and maintaining client relationships and the role of the account manager within that, eg:

- frequency of visits
- communication
- negotiating variance from policy
- troubleshooting
- following up problems/complaints
- identifying opportunities for expanding products or services provided

#### Topic 2.2

The learner will understand how MIS (Management Information Systems) are used to provide different reports, according to the frequency and level of analysis required by the SLA, eg:

- airfare/rates savings
- advanced purchase savings
- price matching
- supplier non-compliance
- cost comparison analysis
- recommendations for cost control

#### Topic 2.3

The learner will understand the services provided by the account manager in liaising and negotiating with suppliers on behalf of their clients, eg:

Suppliers

- airlines/trains
- accommodation
- ancillaries

Services

- assisting with client complaints or difficulties
- approaching suppliers for special rates/ fares
- ensuring special services for VIPs and commercially important personnel

#### Topic 2.4

The learner will understand the different methods of charging for services, or generating income:

- transaction/ booking fees

- management fee
- hotel and car commissions
- nett fares

### Learning outcome:

### 3. Understand how TMCs support comprehensive travel needs

#### Topics

- 3.1 Out of hours support
- 3.2 Crisis management
- 3.3 Incident management

#### Topic 3.1

The learner will understand the need for TMCs to provide 24 hour support services, eg:

- changing itineraries
- dealing with supplier problems

#### Topic 3.2

The learner will understand the need for TMCs to support clients in emergency and crisis situations, eg:

- terrorism attacks
- health epidemics
- natural disasters

#### Topic 3.3

The learner will understand the need for TMCs to handle travel disruptions caused by outside factors, eg:

- industrial action
- adverse weather
- aircraft technical problems
- schedule changes

### Guidance for delivery

How TMCs manage the travel arrangements for corporate clients will probably be an unfamiliar area for most learners, and a useful introduction to this subject would be an exploration of how large these travel budgets can be – current data can be found freely on the internet, provided by organisations such as slideshare.net. Discussion needs to take place about added value, and expectations and needs of the business traveller, rather than focusing entirely on costs. Size, structure and range of services vary significantly across the sector, with only the largest, internationally based TMCs being able to manage the highest spending corporate accounts, which run to many millions of dollars.

A visit to a local TMC should be undertaken wherever possible to ensure that learners are able to see operations first hand. Inviting a guest speaker to come in to talk about their organisation and their role within it will ensure that information is current in

this rapidly moving and competitive industry. The larger TMCs have informative websites which explain in detail the benefits they provide to their clients. These company websites can provide a valuable research resource to aid learners' overall understanding of how corporations delegate their travel management to specialist operators.

Travel policies need to be agreed with the client and the TMC has a vital role in ensuring travellers' compliance, with many employees tempted to book directly with suppliers to save time or to take advantage of individual reward programmes. The structure of fees payable to TMCs will depend on the range of services provided, but whatever has been agreed will require MIS tools to analyse the benefits of the programme to the client. It is the Account Manager's role to present the data, trouble shoot and identify areas of improvement or additional services that can be offered. These are complicated concepts which learners need to thoroughly understand in order to appreciate why TMCs operate successfully in the market.

When considering the need for TMC services to be available round the clock, discussion about the practicalities of travel and the need for support when travelling through different time zones or in unstable parts of the world, can engage the learners, particularly when they consider topical incidents, be they terrorist, health scares or natural disasters.

The understanding of learners can be further extended by encouraging the use of trade journals, trade press and independent research.

### **Suggested learning resources**

It is vital that only the most up to date resources and information is used to teach this subject. Probably the most useful sources of information are the business travel journals which can be freely subscribed to and which highlight current issues and areas of interest both to TMCs and corporate travel buyers.

#### **Books**

Tips to create a great corporate travel policy + 10 essential questions

Colley, N

for your travel management company

Published By: Nigel Colley; 1 edition (21 May 2014) (Kindle edition 2014)

ASIN: B00KHTDY9I

Business Travel: Conferences, Incentive Travel, Exhibitions, Corporate Hospitality and Corporate Travel

Davidson, R and Cope,

B

Published by: Financial Times/ Prentice Hall; 1 edition (13 Dec. 2002)

ISBN: 978-0582404441

#### **Journals/magazines**

- The Business Travel Magazine
- Business Traveller

[www.thebusinesstravelmagazine.com](http://www.thebusinesstravelmagazine.com)

[www.businesstraveller.com](http://www.businesstraveller.com)

- Buying Business Travel [www.buyingbusinesstravel.com](http://www.buyingbusinesstravel.com)
- Business Travel and Events [www.businesstravelandevents.co.uk](http://www.businesstravelandevents.co.uk)

### Websites

- Slideshare (search for travel related topics) [www.slideshare.net](http://www.slideshare.net)
- Global Business Traveller Association [www.gbta.org](http://www.gbta.org)
- Travelport Survey  
[http://www.travelport.com/solutions/corporations/~/\\_media/c3e839e17c8042cd8bfa8d1650da36c5.ashx](http://www.travelport.com/solutions/corporations/~/_media/c3e839e17c8042cd8bfa8d1650da36c5.ashx)

<b>UAN:</b>	D/507/7459
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is to introduce learners to the daily activities of a business travel consultant when working with a corporate client. The content focuses on the practicalities of offering and providing the products and services that directly meet the needs of their clients.

Their journey will start by focusing on the profiling of clients, where information is put into place to inform the products and services that are offered. Consideration is then given to how the choices in transportation, accommodation and ancillaries are made.

Finally, learners need to know the essential information that should be included in an itinerary and how to present the selected travel arrangements to their client.

### Learning outcomes:

In this unit, learners will be able to

1. Understand the use of customer profiling in business travel
2. Understand how to arrange airfares and train fares for the business traveller
3. Understand how to arrange accommodation for the business traveller
4. Understand how to plan business travel itineraries

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand the use of customer profiling in business travel

### Topics

- 1.1 Components of profiles
- 1.2 Reasons for profiles

#### Topic 1.1

Learners will understand the information need in a profile, including:

Company details

- travel policy
- service level agreements
- route deals, authorised bookers
- out-of-hours contact
- form of payment (lodge card, corporate credit card, payment arrangements)

Traveller details

- preferred suppliers
- loyalty cards and membership numbers
- special requests
- passport and visa records
- next of kin
- emergency contact

#### Topic 1.2

Learners will understand the reasons for profiling, eg:

- ease of booking
- accuracy
- time saving
- personalised service
- customer satisfaction

### Learning outcome:

#### 2. Understand how to arrange airfares and train fares for the business traveller

### Topics

- 2.1 Published airfares
- 2.2 Discounted airfares
- 2.3 UK and International rail fares for business travel

#### Topic 2.1

Learners will understand the rules and options available when booking published airfares for clients, including:

- scheduled airline fares in different classes
- restricted/ unrestricted
- complex itineraries

### Topic 2.2

Learners will understand the rules and options available when booking discounted airfares for clients eg:

- airline net fares
- web fares
- low cost carrier fares
- availability
- advanced booking
- routing
- minimum/maximum stay
- amendment and refund restrictions
- ticket issue

### Topic 2.3

Learners will understand how to obtain rail fares to match client requirements, eg:

- times/dates of operation
- change points
- on-board facilities and services (including class, meals, sleepers)
- station facilities (including lounges)
- business travel packages (including executive)
- airport links and inter-station transfers
- discounts and promotions
- amendment and refund restrictions

## Learning outcome:

### 3. Understand how to arrange accommodation for the business traveller

#### Topics

- 3.1 Accommodation rates
- 3.2 Required accommodation information
- 3.3 Guaranteeing reserved accommodation
- 3.4 Payment methods

#### Topic 3.1

Learners will understand the different accommodation rates offered by the different suppliers, eg:

Accommodation

- hotels
- apartments
- motels/inns
- meal options

## Rates

- corporate
- preferred
- client negotiated
- promotional
- rack
- 24 hour
- day delegate
- group discounts
- commission payable

### Topic 3.2

Learners will understand the information about accommodation required by business travellers, eg:

- location
- rates
- classification
- size and types of private facilities
- public facilities
- business and conference facilities
- commission rates
- check-in and check-out times
- room release
- cancellation policy

### Topic 3.3

Learners will understand the methods of guaranteeing reserved accommodation, including:

- credit card
- advance payment
- Travel Management Company (TMC)

### Topic 3.4

Learners will understand the methods of payment available to the business traveller for accommodation, including:

- credit card – personal or corporate
- debit card
- cash

## Learning outcome:

### 4. Understand how to plan business travel itineraries

## Topics

### 4.1 Itinerary components



## 4.2 Customer preferences

## 4.3 Changes to itineraries

### Topic 4.1

Learners will understand the different components of itineraries, eg:

- **dates**
- **departure and arrival points – airport and terminal / train station**
- departure and arrival times in local time
- elapsed time
- equipment details (aircraft, facilities)
- check in, including on-line options

Accommodation:

- dates of arrival and departure
- address and contact details
- check-in, check-out times

Ancillaries:

- car hire
- transfers
- foreign exchange

### Topic 4.2

Learners will understand what is meant by customer preferences, eg;

- accurate response to booking request
- alternative routings
- passport and visa checks
- preferred suppliers for accommodation/ transport/car rental
- permitted class of service
- special requirements

### Topic 4.3

Learners will understand changes to itineraries, to include;

- time
- date
- convenience
- refund and amendment fees

## Guidance for delivery

The role of a sales consultant in a TMC is very high pressured and learners need to understand the expectations of the business traveller can be very different from a leisure traveller. Agents are required to be very familiar with the corporate client profile as well as the individual traveller, to ensure that their time is used effectively and they are offering products and services that offer value for money, while fulfilling the client needs. It will be beneficial, but not essential, for learners to study a GDS, while they are learning the processes that are taken into consideration when booking business travel.

The concept of a client and traveller profile will not be a familiar one to learners, and the tutor will need to help them to understand the information contained in a profile and how this is created as a tool to enable bookings to be completed as efficiently as possible, allowing all essential information to be readily transferred into a new booking.

While air fares and ticketing are studied in more depth in unit 337, learners need a basic understanding of the range of options available when making flight bookings and should be encouraged to use a range of websites (or GDS if available) to find the most appropriate flights and costs to meet different needs of business travellers. Cost and convenience are major factors that need to be considered alongside each other within the context of complex itineraries. Trains are often more appropriate than flights, particularly for domestic travel, and learners should practise looking at and understanding the train booking tools available on-line.

Accommodation is a major cost within a corporate travel budget and it is as important to get these bookings right as it is to select the correct transport and fares.

Good practice in delivering this unit would be to encourage learners to practise constructing appropriate itineraries for a number of pen portraits, using complex requirements. Different formats for presenting these should be considered, so that learners can decide on a format that is clear and interesting to look at.

Ideally, learners would be able to get some direct experience of how a TMC sales consultant operates, either through work experience, visits, or visiting speakers. Without this exposure, it is even more important that the delivering tutor is completely up to date with current business travel operations practice.

### **Suggested learning resources**

As a practical unit that requires resources to be completely up to date and current, the best sources of background information and relevant documentation will be from TMCs themselves, as well as articles and comments in trade journals.

#### **Journals/magazines**

[www.thebusinesstravelmagazine.com](http://www.thebusinesstravelmagazine.com)

[www.businesstraveller.com](http://www.businesstraveller.com)

[www.buyingbusinesstravel.com](http://www.buyingbusinesstravel.com)

[www.businesstravelandevents.co.uk](http://www.businesstravelandevents.co.uk)

<http://www.e-tid.com>

UAN:	J/507/7469
Level:	3
GLH:	60

### What is this unit about?

The aim of this unit is to allow learners to explore the main aspects of the conference and events environment. This is an increasingly popular area of study for learners with a number of universities offering higher education courses in Event Management. There are also many employers ranging from hotels with conference facilities to specialist event planning and management companies seeking to recruit interested trainees.

Learners will know the types of events, conference and exhibitions within the travel industry, including the range of venues which they might occur within and the facilities which might be used.

Learners will be expected to plan an event or conference and evaluate the success of their plans. They will be introduced to researching appropriate events, conferences and exhibitions, including their target audiences, suppliers and the organisations that specialise in different types of conferences and events.

Learners will also explore contingency planning to prevent issues becoming complaints, as well as identifying evaluation methods and appropriate sources of feedback.

### Learning outcomes

In this unit, learners will be able to

1. Conferences and events within the travel industry
2. Plan conferences and events
3. Coordinate conferences and events
4. Evaluate conferences and events

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

## Learning outcome

### 1. Conferences and events within the travel industry

#### Topics

- 1.1 Types of conferences and events
- 1.2 Organisers of conferences and events

#### Topic 1.1

Learners will understand different types of conferences and events which are popular within the travel industry, including:

- Types of conferences and events e.g.:
  - meetings
  - exhibitions/trade fair
  - incentive travel
  - sport events
  - weddings
  - corporate entertainment

#### Topic 1.2

Learners will understand who organise and attends conferences and events, including:

- Organisers e.g.:
  - travel management companies
  - event management companies
  - wedding planner
  - hotels exhibition centres, sport venues

## Learning outcome

### 2. Plan conferences and events

#### Topics

- 2.1 Roles and responsibilities
- 2.2 Factors influencing success
- 2.3 Contingency planning
- 2.4 Success criteria

#### Topic 2.1

Learners will understand the roles and responsibilities of personnel around conferences or events, including:

- Roles and responsibilities e.g.:
  - marketing

- finance
- operations
- schedule
- health and safety
- legislation

### Topic 2.2

Learners will understand the factors that influence the success of a conference or event, including:

- Factors:
  - location
  - audience
  - budget
  - schedule

### Topic 2.3

Learners will understand the importance of contingency planning for all predictable problems, including:

- predictable problems e.g.:
  - bad weather
  - staff shortages
  - equipment breakdown
  - insufficient resources
  - absence of speaker/principal/exhibitor
  - health and Safety
- contingency planning e.g.:
  - risk assessment
  - alternative plans

### Topic 2.4

Learners will understand the criteria for measuring the success of conferences and events, including:

- delegate satisfaction
- financial profit
- client satisfaction
- achievement of aims and objectives

## Learning outcome

### 3. Co-ordinate conferences and events

#### Topics

- 3.1 Plan a schedule
- 3.2 Methods of feedback
- 3.3 Potential problems

### Topic 3.1

Learners will understand how to plan and monitor a comprehensive schedule of events that takes into consideration possible changes, including:

- Plan the schedule of events:
  - set up

- availability of resources
- timing
- attendance
- content
- feedback
- Participants needed e.g.:
  - audience
  - speakers
  - exhibitors
  - organisers
  - contractors (e.g. catering, technical)
- Changes to schedule e.g.:
  - activities overrunning
  - venue needing to change times

### Topic 3.2

Learners will understand how to proactively gather feedback from delegates during conferences and events. Learners will understand the use of the following methods:

- Feedback
  - verbal
  - written
  - formal
  - informal
  - social media

### Topic 3.3

Learners will understand the importance of responding to potential problems promptly e.g.:

- non-appearance of participants
- equipment breakdown
- variance in timing
- inappropriate content

## Learning outcome

### 4. Evaluate conferences and events

#### Topics

4.1. Feedback and evaluation

4.2. Judging success

4.3. Make recommendations

### Topic 4.1

Learners will understand the main methods of evaluating conferences or events, to include the following:

- Methods of evaluation e.g.:
  - self-assessment
  - meetings
  - statistics
  - questionnaires
- Sources of information e.g.:

- social media
- feedback from outside bodies affected (e.g. general public)
- feedback from participants

#### Topic 4.2

Learners will understand how to measure the success of conferences or events, including the following e.g.:

- aims and objectives met
- participant satisfaction
- financial profit
- legal requirements met

#### Topic 4.3

Learners will understand the importance of making successful recommendations following completion of a conference or event, to include the following:

- Recommendations e.g.:
  - changes in planning
  - changes in content
  - changes in timings for part or all the conference or event
  - changes in resources required
  - changes in performance of organisers

### Guidance for delivery

It is important that learners have an understanding of the requirements of a wide variety of conferences and events. If possible, learners should be able to visit various events, observing the way in which the organisers meet the needs of visitors / delegates.

It would be recommended for learners to have the opportunity to participate in the planning and operation of an event, such as those which would occur in educational settings.

A visit to a major industry event in a national/international location will give an appreciation of a large scale venue and it would also be of value to research the organisation of internal events and conferences before planning the practical event or conference. Other external visits could include a hotel or local authority venue.

Guest speakers from the industry could include event managers or conference producers from local companies. If a period of work experience is planned, involvement with companies organising events would be beneficial.

### Suggested learning resources

#### Books

Bladen, C; Kennell, J; Abson, E; Wilde, N.

#### Events management: An Introduction

Published by: Routledge, 2012

ISBN: 978-0415577427

Bowdin, G; O'Toole, W; Allen, J. Harris, R.

**Events Management**

Published by: Routledge, 2010

ISBN: 978-185617818

Capell, L

**Event Management for Dummies**

Published by: John Wiley & Sons, 2013

ISBN: 978-1118591127

Conway, D.

**Event Manager's Bible: The complete guide to Planning and Organising a Voluntary or Public Event**

Published by: How to books, 2009

ISBN: 978-1845283032

Lindsey, K.

**Planning and managing a Corporate Event**

Published by: How to books, 2011

ISBN: 978-1845284615

Shone, A and Parry,B

**Successful Event Management: A Practical Handbook (with Coursemate and eBook)**

Published by : Cengage learning, Inc. 2013

ISBN: 978-1408075999

**Journals and Magazines**

Conference and Exhibition Fact finder

Business Travel World

Conference and Incentive Travel

Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin)

- Leisure Management

**Websites**

[www.venuefinder.com](http://www.venuefinder.com)

Venue Finder

[www.worldtravelmart.co.uk](http://www.worldtravelmart.co.uk)

World Travel Market

[www.international-confex.com](http://www.international-confex.com)

International Confex

[www.eventia.org.uk](http://www.eventia.org.uk)

Eventia

[www.visitbritain.com](http://www.visitbritain.com)

Local and national events



## Unit 337

## Air fares and ticketing

<b>UAN:</b>	D/507/7462
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is for learners to construct a range of fares for given itineraries. Learners will be able to quote fares conforming to IATA standards and as such will equip the learner to study for IATA examinations.

The unit is designed to provide competence in fares and ticketing; learners will study IATA geography, normal and special fares, mileage systems, e-tickets, baggage allowances and taxes. Learners will also explore different documents that are available and the knowledge needed to interpret them correctly.

The course must be taught using an approved training course such as:

- Learn Travel Air Fares and Ticketing Level 1
- Virgin / GTMC (VA1)

### Learning outcomes:

In this unit, learners will be able to

1. IATA geography, terms and definitions
2. Fare types and rules
3. Select appropriate fares
4. Construct fares using the mileage system
5. Baggage allowances, taxes, fees and charges
6. Air travel documentation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

## Learning outcome

### 1. IATA geography, terms and definitions

#### Topics

- 1.1 IATA codes
- 1.2 IATA areas and sub-areas
- 1.3 Global Indicators
- 1.4 IATA terms and definitions

#### Topic 1.1

Learners will know how to encode and decode IATA codes, including;

- Airports
- Cities
- Airlines
- Aircraft types
- Currencies
- Countries
- States

#### Topic 1.2

Learners will know how to locate IATA traffic conference (TC) areas and sub-areas, including;

IATA areas

- TC1
- TC2
- TC3

IATA sub-areas

- Europe
- Africa
- Middle East
- South Atlantic
- Mid Atlantic
- North Atlantic
- Asia
- South West Pacific

#### Topic 1.3

Learners will understand Global Indicators and know how to apply them when costing itineraries, including, for example;

- EH - Eastern Hemisphere
- AP - Atlantic Pacific
- TS - Trans Siberian

- AT – Atlantic
- PA – Pacific
- WH- Western Hemisphere\*
- FE – Far East\*

\*Depending on training materials.

#### Topic 1.4

Learners will understand IATA terms and definitions including:

- Stopover
- Transfer
- Pricing unit
- Fare component
- Open jaw

### Learning outcome

#### 2. Fare types and rules

#### Topics

- 2.1 Fare types
- 2.2 Fare basis code
- 2.3 Restrictions applied on different fare types
- 2.4 Interpreting fare rules

#### Topic 2.1

Learners will understand different fare types, including;

##### Fare types

- Normal fares
- Secondary Levels
- Euro budget
- Excursion
- Super PEX/PEX
- Super APEX/APEX

#### Topic 2.2

Learners will understand the elements which make up a fare basis code, including;

- Class / prime code
- Seasonal Code – basic/low, shoulder, peak/high
- Day of the week
- Fare type
- Maximum validity
- Passenger Type Code – student, youth, child, infant.

#### Topic 2.3

Learners will understand the restrictions applied on different fare types, including:

- Stopovers
- Minimum and maximum stay
- Advanced purchase / deadline

- Changes to reservation / penalties / refunds
- Combinations

#### Topic 2.4

Learners will know how to interpret fare rules.

- Published fare rules
- Standard condition SC101
- Standard conditions SC100

### Learning outcome

#### 3. Select appropriate fares

#### Topics

- 3.1 Reference materials
- 3.2 Appropriate fares
- 3.3 Discounts for specific passenger types

#### Topic 3.1

Learners will know how to use reference materials to source fares, including:

- Course appendix, Passenger Air Tariffs or GDS

#### Topic 3.2

Learners will know how to select the appropriate fare for the passenger's journey ensuring it complies with fare restrictions, including:

- Normal
- Secondary levels
- Euro budget
- Excursion
- Super PEX/PEX
- Super APEX/APEX

#### Topic 3.3

Learners will know how to apply the applicable discounts for specific passenger types, including;

- child
- infant
- youth
- student
- senior citizens

### Learning outcome

#### 4. Construct fares using the mileage system

#### Topics

- 4.1 Neutral Unit of Construction (NUC) and currency conversion
- 4.2 Child and Infant discounts in NUCs
- 4.3 The mileage system

## 4.4 Construct fares using the mileage system

### Topic 4.1

Learners will understand why NUCs are used, and will know how to convert NUCs to local currency.

This must include:

- IATA Rates of exchange
- Decimal units
- Notes
- Rounding units

### Topic 4.2

Learners will understand how to apply child and infant discounts to fares quoted in NUCs

- Calculate child and infant fares in NUCs
- Demonstrate how this is shown in a fare basis

### Topic 4.3

Learners will understand the mileage system, including:

- Ticketed point mileage (TPM)
- Maximum permitted mileage (MPM)
- Applying an excess mileage surcharge (EMS)

### Topic 4.4

Learners will know how to construct fares using the mileage system, for journeys including:

- One-ways (normal fares)
- Returns (normal fares)

Learners know how to show the construction in an appropriate format, including:

- Linear / automated fare calculation entries

## Learning outcome

### 5. Baggage allowances, taxes, fees and charges

#### Topics

- 5.1 Free baggage allowances
- 5.2 Excess baggage charges
- 5.3 Taxes, fees and charges

### Topic 5.1

Learners will know IATA standard free baggage allowances for sector fare journeys, including:

- Weight system
- Piece system

### Topic 5.2

Learners will know how to calculate excess baggage charges, including:

- Weight system
- Piece system

### Topic 5.3

Learners will understand taxes, fees and charges, including;

- Air passenger duty tax (APD)
- UK passenger Service charge (UB)
- Insurance and security surcharge (YQ / YR)
- TX and XT

## Learning outcome

### 6. Air travel documents

#### Topics

- 6.1 Documents used in air travel
- 6.2 Terminology used on documents
- 6.3 Information displayed on documents
- 6.4 Payment methods

#### Topic 6.1

Learners will know how to interpret documents commonly used in air travel including, for example:

- Electronic tickets
- Electronic Miscellaneous Documents

The following documents are rarely used in industry as the electronic formats have superseded them, however the learners are still required to interpret them:

- Miscellaneous charges order (MCO) / Multipurpose documents (MPD)
- Automated Ticket and Boarding Pass (ATB tickets)

#### Topic 6.2

Learners will understand terminology used on documents, including;

Codes, abbreviations, technical terms:

- Coupon (CP)
- Carrier (CR)
- Flight (FLT)
- Board (BRD)
- Off
- Status (ST) this must include RQ, WL, OK, NS
- Form of payment (FOP)
- Tax (TX, XT)

#### Topic 6.3

Learners will understand information displayed on documents, including;

- Passengers name
- Passenger name record

- Form of payment
- Tax boxes
- Linear entry
- Fares, fare basis
- Flights, carrier, route, timings
- Baggage
- Date of issue / Issuing
- Validity boxes

Learners will know how to extract the above information from a ticket, as well as demonstrate how to complete a ticket with the correct information.

#### Topic 6.4

Learners will understand different passenger payment methods and associated codes, including;

- cash
- cheque
- credit card
- debit card
- Invoice
- Travellers Cheques

### Guidance for delivery

Any approved training course may be used for the delivery of this unit; two examples have been given in the introduction.

At this level learners are expected to be able to provide and interpret fares and ticketing information. The delivery of this unit should therefore take the approach that the learner has some prior knowledge through vocational geography units e.g. Travel geography, and numeracy level 2. Learners should be taught to use atlases effectively and outline maps of IATA areas could be provided for practice.

This unit should be delivered in a structured way allowing **learners** plenty of opportunity to practice exercises. **Learners** should be encouraged to keep a careful record of notes during the course, and to have a clear understanding of all aspects of each outcome before progressing on. It is advised that learners complete the course workbooks from the chosen provider in pencil.

Learners should be made aware that the key to understanding this qualification is to be able to extract information and interpret it using the Passenger Air Tariff.

In summary, Air Fares and Ticketing gives learners a thorough grounding in fares and ticketing completion and is an excellent base for studying for the IATA level 1 examination and continuing onto IATA level 2.

### Suggested learning resources

The following suppliers produce training course materials. Teachers should use those they feel most comfortable with. However in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised.

- Learn travel Air Fares and Ticketing Training Materials
  - Virgin/GTMC (VA1)
  - Galileo 1 (GA-1) – Star Alliance and GTMC
  - Columbus World Travel atlas
  - IATA Ticketing Handbook
  - IATA Passenger Air Tariff
- 
- Trade Journals (Travel Trade Gazette, Travel Weekly)



## **Websites**

International Air Transport Association <http://www.iata.org.uk>

Learn Travel <http://www.learntravel.co.uk/aviation.html>

Confederation of Tourism & Hospitality  
<http://www.cthwards.com/qualifications/professional>

<b>UAN:</b>	Y/507/7461
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

The purpose of this unit is to provide candidates with an introduction to the fundamental entries of a live Global Distribution Systems (GDS) booking facility.

Candidates will learn to create and manage flight reservations. The travel industry relies heavily on codes to identify a wide range of travel components. Those candidates with knowledge of these codes will have an advantage in the increasingly competitive travel job market.

Understanding GDS booking systems is relevant to those hoping to pursue a career within the travel industry, particularly with aviation and business travel.

### Learning outcomes

In this unit, learners will be able to

1. Understand the core functions of Global Distribution Systems.
2. Know how to create complex multiple sector air bookings and apply supplementary passenger service information
3. Know how to apply changes to components within booking files
4. Know how to quote and analyse automated fare information and basic ticketing entries

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

## Learning outcome

### 1. Understand the core functions of Global Distribution Systems

#### Topics

- 1.1 Sign on and sign off entries
- 1.2 Encode and decode entries
- 1.3 Flight timetables
- 1.4 Health and visa information (TIMATIC)

#### Topic 1.1

The learner will understand the importance of keeping data secure, protecting their password and sign on/ sign off processes.

#### Topic 1.2

The learner will know the codes used in the industry and understand the difference between encode and decode entries, eg:

- cities
- city records
- airports
- airlines
- equipment

#### Topic 1.3

The learner will understand the importance of interpreting timetables to select the best flight options to meet customer needs, eg:

- days of the week
- duration of travel
- carriers
- stopover
- transfers
- direct flights

#### Topic 1.4

The learner will understand how to access additional information which will be helpful to customers, eg:

- health advice
- passport requirements
- visa requirements

## Learning outcome

### 2. Know how to create complex multiple sector air bookings and apply supplementary passenger service information

#### Topics

- 2.1 Flight availability
- 2.2 Sell flights from availability
- 2.3 Booking file entries
- 2.4 Supplementary passenger service information
- 2.5 Queues

#### Topic 2.1

The learners will know how to retrieve flight availability and understand how to interpret it to best meet customer needs, including:

- airline
- route
- time
- date
- code share
- class
- seat availability, alpha and numeric
- equipment

#### Topic 2.2

The learner will know how to sell seats from a flight availability display, including;

- direct flights
- transfer connections
- multiple classes
- pseudo sectors
- direct sell

#### Topic 2.3

Learners will understand the **PRINT** acronym for completing mandatory booking fields as well as other key information required to end and retrieve a booking, including:

Mandatory information:

- **P**hone number (home, business, email or travel agent)
- **R**eceived-from (who the booking was requested by)
- **I**terinary (dates and routes)
- **N**ame (Passenger name(s))
- **T**icketing arrangement

Key information:

- form of payment (FOP)
- written address

Retrieve booking file using different methods, including:

- passenger name record (PNR) number
- surname

#### Topic 2.4

The learner will understand the importance of entering individual requirements of customers, including those that require a response from an airline, eg:

- mileage membership (frequent flyer)
- seat requests (generic or specific)
- other service information (OSI) eg passenger language, nervous passengers, VIP/ CIP status
- special service request (SSR) eg special meals, wheelchair assistance, unaccompanied minors

#### Topic 2.5

The learner will understand how to use the GDS queue system, including;

- accessing and exiting queues
- queue categories
- actioning queues

### Learning outcome

#### 3. Know how to apply changes to components within booking files

#### Topics

- 3.1 Amend components of a booking file
- 3.2 Cancel components of a booking file
- 3.3 Dividing bookings

#### Topic 3.1

Learners will create booking files and know how to amend all mandatory and optional fields. Learners should be aware that passenger name entries cannot be changed once a booking file has been ended.

#### Topic 3.2

Learners will know how to cancel whole itineraries or individual flights in a booking file, rebook and reinstate any passenger requirements, eg:

- seat requests,
- OSI
- SSR

#### Topic 3.3

Learners will know how to divide a passenger from a booking file and adjust information, eg:

- itinerary
- passenger contact details
- mileage membership

## Learning outcome

### 4. Know how to quote and analyse automated fare information and basic ticketing entries

#### Topics

- 4.1 Fare displays
- 4.2 Fare quotes
- 4.3 Cancellations
- 4.4 Ticketing

#### Topic 4.1

Learners will understand how to retrieve a fare display and interpret different types of fares, eg:

- first class
- business
- economy
- excursion

Learners should understand the content of the fares being displayed, eg:

- fare rate (for adult, child and infant)
- min/max stay requirements
- advance purchase requirements
- cancellation penalties
- fare notes (rules and restrictions)

#### Topic 4.2

Learners will understand how to display an automated fare quote for a booked itinerary including the lowest available fare. They will interpret the components of the fare for the customer, eg:

- fare rate (for adult, child and infant)
- additional taxes or charges

#### Topic 4.3

Learners will understand how to cancel a filed fare. They should be aware that a filed fare can only be cancelled if a ticket has not been issued.

#### Topic 4.4

Learners will understand how to issue an electronic ticket.

## Guidance for delivery

The provision of a 'live' GDS is vital for the delivery of this unit. It is recommended that centres contact one of the organisations below who will be able to provide details of the systems that they offer. Centres must therefore ensure that they have the necessary resources in place before offering this unit and ensure that the system they have chosen is compatible with the content of the unit. The lecturer who delivers this unit must have experience of a GDS and meet the system provider requirements.

Good information technology skills are essential to the travel and tourism industry and successful completion of this unit will enhance employability, particularly within airlines and business travel. Learners will need to appreciate the importance of accuracy of entries, the costs associated with errors and be fully aware of the implications of using a 'live' system.

Although this unit focuses on the fundamental aspects of creating flight itineraries, it is important to introduce the learners to the principles of hotel and car hire reservations.

Learners need to be aware of the different GDS providers and recognise that the skills that they learn are transferrable between the systems.

### **Suggested Resources**

There are a variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with, however in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

#### **Live GDS training providers**

Travelport, UK  
Viasinc

#### **Books**

Strauss, M  
Value Creation in Travel Distribution  
Published by Lulu.com 2010  
ISBN: 978-0557612468

Semer-Purzycki, J  
Practical Guide to Fares and Ticketing  
Delmar Cengage Learning; 3<sup>rd</sup> edition, 2000  
ISBN-13: 978-0766815827

Foster, Dennis L.  
Reservations and Ticketing with Sabre,  
CreateSpace Independent Publishing Platform 2012  
ISBN-13: 978-1470065508

#### **Websites**

<a href="http://www.travelport.com">www.travelport.com</a>	Travel Port
<a href="http://www.amadeus.com">www.amadeus.com</a>	Amadeus GDS
<a href="http://www.sabre.com">www.sabre.com</a>	Sabre GDS

## Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### *City & Guilds Centre Manual*

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

### *Our Quality Assurance Requirements*

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

**Walled Garden:** how to register and certificate candidates on line

**Events:** dates and information on the latest Centre events

**Online assessment:** how to register for e-assessments.



## Useful contacts

<b>UK learners</b> General qualification information	<b>E:</b> <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>
<b>International learners</b> General qualification information	<b>E:</b> <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	<b>E:</b> <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	<b>E:</b> <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	<b>E:</b> <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	<b>E:</b> <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	<b>E:</b> <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>

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## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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