

Level 2 Certificate in Travel Services (Technical Certificate) 4876-25

Qualification handbook for centres



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Level 2 Certificate in Travel Services (Technical Certificate) 4876

Qualification handbook for centres

Qualification title	Number	QAN
Level 2 Certificate in Travel Services (Technical Certificate)	4876-25	500/9724/6

Version and date	Change detail	Section
1.1 October 2012	Amendment to range in unit 201	5 Units
2.0 September 2015	Removed units not part of the 4876-25 rules of combination	Qualification Structure, Assessment, Units

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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Last registration date	Last certification date
Level 2 Certificate in Travel Services (Technical Certificate)	4876-25	500/9724/6	Please check the Walled Garden for last registration and certification dates	

Area	This qualification...
Who is the qualification for?	... meets the requirements of those learners undertaking an apprenticeship
What does the qualification cover?	... allows candidates to learn, develop and practise the skills required for employment and/or career progression in the travel and tourism sector.
Is the qualification part of a framework or initiative?	... serves as a technical certificate in the travel industry Apprenticeship framework.
Why has the qualification been developed?	... provides valuable accreditation of knowledge for candidates undertaking an apprenticeship.

1.1 Qualification structure

To achieve the **Level 2 Certificate in Travel Services - Leisure and Business**, learners must achieve **11** credits from the mandatory units, and a minimum of **6** credits must be achieved from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
J/601/5421	Unit 201	Worldwide travel and tourism destinations	10
T/600/1059	Unit 227	Principles of customer service in hospitality, leisure, travel and tourism	1
Optional			
H/601/5443	Unit 205	UK travel and tourism destinations	7
M/601/5445	Unit 210	Travel and tourism support services	6
R/601/5423	Unit 212	Air fares and ticketing – Learn Travel	10
L/601/5422	Unit 220	Business travel planning	10
J/601/3183	Unit 225	Travel planning	5

To achieve the **Level 2 Certificate in Travel Services - Tour Operators (Head Office)**, learners must achieve **11** credits from the mandatory units, and a minimum of **6** credits must be achieved from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
J/601/5421	Unit 201	Worldwide travel and tourism destinations	10
T/600/1059	Unit 227	Principles of customer service in hospitality, leisure, travel and tourism	1
Optional			
H/601/5443	Unit 205	UK travel and tourism destinations	7
R/601/5423	Unit 212	Air fares and ticketing – Learn Travel	10
J/601/3183	Unit 225	Travel planning	5

To achieve the **Level 2 Certificate in Travel Services - Tour Operators (Field Staff)**, learners must achieve **11** credits from the mandatory units, and a minimum of **6** credits must be achieved from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
J/601/5421	Unit 201	Worldwide travel and tourism destinations	10
T/600/1059	Unit 227	Principles of customer service in hospitality, leisure, travel and tourism	1
Optional			
M/601/5445	Unit 210	Travel and tourism support services	6
J/601/3183	Unit 225	Travel planning	5
L/601/3346	Unit 319	Planning and delivering guided tours	8

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- Level 3 Award/Certificate/Diploma in Travel and Tourism
- Level 2 NVQ Diploma in Travel Services
- Level 2 NVQ Certificate in Tourism Services.

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Promotional materials	www.cityandguilds.com
Fast track approval forms/generic fast track approval form	www.cityandguilds.com
Assessors' guide for centres	www.cityandguilds.com
Answer pack for centres	www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

2.1 Approval

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the Level 2 Award/ Subsidiary Certificate/ Extended Certificate in Travel and Tourism/ Diploma for Travel and Tourism Professionals (4976) will receive automatic approval for the Level 2 Certificate in Travel Services (Technical Certificate) 4876-25.

Centres NOT already offering City & Guilds qualifications

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

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

2.2 Resource requirements

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area of [eg Travel and Tourism] for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.3 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There are no age limits attached to candidates undertaking the qualifications unless this is a legal requirement of the process or the environment.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

Unit No.	Title	Assessment Method	Where to obtain assessment materials
201	Worldwide travel and tourism destinations	City & Guilds Evolve online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on Evolve.
205	UK travel and tourism destinations	City & Guilds Evolve online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on Evolve.
210	Travel and tourism support services	Assignment 4876-210 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Download from: www.cityandguilds.com
212	Air fares and ticketing (IATA Level 1)	City & Guilds Evolve online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on Evolve.
220	Business travel planning	City & Guilds Evolve online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on Evolve.
225	Travel planning	Assignment 4876-225 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Download from: www.cityandguilds.com

Unit No.	Title	Assessment Method	Where to obtain assessment materials
227	Principles of customer service in hospitality, leisure, travel and tourism	Short-answer question paper	
230	Air fares and ticketing (CTH Awards)	Short-answer 4876-230 Short-answer question paper (on demand/paper based)	
319	Planning and delivering guided tours	Assignment 4876-319 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Download from: www.cityandguilds.com

4.2 Test specifications

The test specifications for the units and qualifications are below:

Unit 201: Worldwide travel and tourism destinations

Duration: 90 minutes

Unit number	Outcome	No. of questions	%
001	1 Know tourism destinations of the world	27	54
002	2 Understand tourism destinations to inform travellers	23	46
	Total	50	100

Unit 205: UK travel and tourism destinations

Duration: 90 minutes

Unit number	Outcome	No. of questions	%
001	1 Know UK physical features relating to travel and tourism	17	34
002	2 Know established tourism destinations within the UK	23	46
003	Understand what attracts tourists to the UK	10	20
	Total	50	100

Unit 220: Business travel planning

Duration: 90 minutes

Unit number	Outcome	No. of questions	%
001	Understand the role of travel management companies	5	08
002	Understand how information technology is used in business travel	6	10
003	Know business travel destinations	7	12
004	Understand published and discounted air fares	8	13
005	Know travel services for the business traveller	15	25
006	Know ancillary travel support services for the business traveller	7	12
007	Be able to plan and construct business travel itineraries	12	20
	Total	60	100%

4.3 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:
www.cityandguilds.com/eportfolios.

5 Units

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- level
- credit value
- unit accreditation number
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- guided learning hours
- endorsement by a sector or other appropriate body
- information on assessment
- notes for guidance.

Unit 201

Worldwide travel and tourism destinations

Level: 2
Credit value: 10
UAN number: J/601/5421

Unit aim

The aim is to develop the learner's knowledge and skills so they can locate important tourist destinations worldwide as well as provide information needed for travel.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know tourism destinations of the world
2. Understand tourism destinations to inform travellers

Guided learning hours

It is recommended that **72** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an online multiple choice test. **Candidates are permitted to take into the exam a published world travel atlas and a visitor/tourist attraction guide.**

Unit 201

Worldwide travel and tourism destinations

Outcome 1

Know tourism destinations of the world

Assessment Criteria

Practical skills

The learner can:

1. locate the **continents** of the world
2. locate **countries** of the world
3. locate **capital cities** and **major cities** worldwide
4. locate **oceans, seas, gulfs and bays** of the world
5. locate major **physical features** including mountains, mountain ranges, rivers, lakes, falls and deserts
6. locate **man-made features** throughout the world
7. locate **islands** and **island groups** that attract tourists throughout the world
8. locate **national parks** throughout the world.

Knowledge

The learner can:

1. identify popular **outbound tourist destinations**
2. identify major **seaports** serving tourist destinations
3. identify major **airports** serving tourist destinations.

Range

Continents

North America, South America, Europe, Asia, Australasia, Africa, Antarctica

Countries

- **Europe**

Austria, Belgium, Bulgaria, Bosnia, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia and Montenegro, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom

- **Worldwide**

Australia, Brazil, Canada, China, Egypt, India, Indonesia, Japan, Jordan, Kenya, Malaysia, Mexico, New Zealand, Peru, Singapore, South Africa, Thailand, United Arab Emirates, United States of America

Capital cities

- **Europe**

Vienna (Austria), Brussels (Belgium), Sofia (Bulgaria), Zagreb (Croatia), Prague (Czech Republic), Copenhagen (Denmark), Helsinki (Finland), Paris (France), Berlin (Germany), Athens (Greece), Dublin (Ireland), Rome (Italy), Amsterdam (Netherlands), Oslo (Norway), Lisbon (Portugal), Moscow (Russian Federation), Madrid (Spain), Stockholm (Sweden), Bern (Switzerland), Ankara (Turkey), London (UK)

- **Worldwide**

Canberra (Australia), Brasilia (Brazil), Ottawa (Canada), Beijing (China), Cairo (Egypt), New Delhi (India), Jakarta (Indonesia), Tokyo (Japan), Amman (Jordan), Nairobi (Kenya), Kuala Lumpur (Malaysia), Mexico City (Mexico), Wellington (New Zealand), Lima (Peru), Singapore City (Singapore), Pretoria (South Africa), Bangkok (Thailand), Dubai (UAE), Washington DC (USA)

Major cities

- **UK**

London, Manchester, Birmingham, Liverpool, Newcastle, Bristol, Oxford, Cambridge, Southampton, Glasgow, Edinburgh, Aberdeen, Cardiff, Swansea, Belfast

- **Europe**

Innsbruck (Austria), Bruges (Belgium), Marseilles, Lyons (France), Frankfurt, Munich (Germany), Naples, Milan (Italy), Amsterdam (The Netherlands), St Petersburg (Russian Federation), Barcelona (Spain), Zurich, Geneva (Switzerland), Istanbul (Turkey)

- **Worldwide**

Sydney, Melbourne, Brisbane (Australia), Rio de Janeiro (Brazil), Toronto, Montreal, Vancouver (Canada), Shanghai (China), Mumbai (India), Auckland (New Zealand), Johannesburg, Cape Town (South Africa), New York City, Boston, Los Angeles, San Francisco, Miami, Chicago, Las Vegas (USA)

Oceans, seas, gulfs and bays

- **Oceans**

North Atlantic, South Atlantic, Pacific, Indian, Arctic, Southern

- **Seas**

Mediterranean, Red, North, Black, Caribbean, Irish, China

- **Gulfs/Bays**

Mexico, Biscay, The Gulf (Persian), Bengal, Hudson

Physical features

- **Deserts**

Gobi, Sahara, Kalahari, Red Centre (Australia)

- **Mountains**

Everest, Mont Blanc, Matterhorn, Snowdon, Ben Nevis, Mt Cook, Kilimanjaro, Fuji, McKinley

- **Mountain ranges**

Alps, Himalayas, Pyrenees, Andes, Rockies, Atlas, Blue Mountains, Dolomites

- **Rivers**

River Nile, Amazon River, River Rhine, River Danube, Loire, Volga, Yangtze River (Chang Jiang), Mississippi River, St Lawrence, Colorado, Murray River

- **Lakes**

Windermere, Geneva, Lucerne, Guardia, Victoria, Salt Lake, Como, Winnipeg, Titicaca, Great Lakes (Michigan, Erie, Huron, Ontario, Superior)

- **Falls**

Niagara (USA/Canada), Victoria (Zambia/Zimbabwe), Angel (Venezuela)

- **Natural Features**

Grand Canyon (USA), Great Barrier Reef, Red Centre (Australia), Table Mountain (South Africa), Sugarloaf Mountain (Brazil)

- **Man-made features**

CN Tower (Canada), Empire State Building, White House, Golden Gate Bridge, Mount Rushmore, Statue of Liberty (USA), Christ the Redeemer (Brazil), Taj Mahal (India), Great Wall of China (China), Royal Grand Palace (Thailand), Raffles Hotel (Singapore), Imperial Palace (Japan), Machu Picchu (Peru), The Pyramids (Egypt), Sydney Opera House (Australia), Petra (Jordan), Petronas Towers (Malaysia), Robben Island (South Africa)

Islands

Mauritius, Bermuda, Sri Lanka, Bali, Sardinia, Corsica, Sicily, Madeira, Malta, Cyprus

Island groups

Bahamas, Caymans, Seychelles, Hawaiian, Maldives, Balearics, Canaries, Caribbean, Greek

National parks

Yosemite, Grand Canyon, Yellowstone, Everglades (USA), Masai Mara (Kenya), Kruger (South Africa), Kakadu (Australia), Dartmoor, Exmoor, Peak District, Snowdonia, Lake District, Yorkshire Dales, The Broads, Cairngorms, Pembrokeshire Coast, South Downs, New Forest, Brecon Beacons, Northumberland, North York Moors, Loch Lomond and The Trossachs (UK)

Outbound tourist destinations

- **North America**

United States (Florida, California, New York City, Washington DC, New England, Las Vegas, New Orleans), Canada (Toronto, Vancouver, Canadian Rockies)

- **Latin America**

Mexico (Acapulco, Cancun), Costa Rica

- **South America**

Brazil (Rio de Janeiro), Peru (Machu Picchu)

- **Europe**

Tuscany, Adriatic Riviera, Neapolitan Riviera, Italian Riviera, Italian Lakes (Italy), Costa Blanca, Costa Brava, Costa del Sol, Costa Dorada, Balearics, Canaries (Spain), Algarve, Madeira (Portugal), Tyrol (Austria), Black Forest, Rhine Valley (Germany), Côte D'Azur, Loire Valley, Vendee (France), Alps (French, Italian, Swiss, Austrian)

- **Asia**

India (Goa), China (Beijing, Shanghai, Hong Kong), Sri Lanka, Thailand (Pattaya, Phuket, Bangkok, Chiang Mai), Indonesia (Bali, Lombok), Singapore, Japan (Tokyo), Malaysia (Penang)

- **Middle-East**

Dubai (UAE), Jordan (Petra), Israel (Jerusalem)

- **Australia/New Zealand**

Australia (Sydney, Melbourne, Cairns/Barrier Reef, Perth, Darwin, Uluru/ Red Centre), New Zealand (Wellington, Auckland)

Africa

Egypt (Cairo, Luxor, Sharm-el-Sheikh), Kenya (Mombasa), South Africa (Cape Town, Sun City, Durban)

- **Islands**

Mauritius, Bermuda, Sri Lanka, Bali, Sardinia, Corsica, Sicily, Madeira, Malta, Cyprus

- **Island groups**

Bahamas, Caymans, Seychelles, Hawaiian, Maldives, Balearics, Canaries, Caribbean, Greek Islands

Seaports

- **UK**

Portsmouth, Dover, Southampton, Hull, Holyhead

- **Europe**

Zeebrugge (Belgium), Calais, Le Havre, Cherbourg, St Malo (France), Dublin (Ireland), Bilbao, Barcelona, Palma (Spain), Lisbon, Oporto (Portugal), Genoa, Civitavecchia-Rome, Venice (Italy), Piraeus-Athens, Rhodes, Heraklion (Greece), Istanbul, Marmaris (Turkey), Bergen (Norway), Gothenburg (Sweden), Esbjerg (Denmark), Rotterdam (Netherlands)

Airports

- **UK**

Belfast, Cardiff, Bristol, Glasgow, Newcastle, Manchester, Birmingham, London (Stansted, Gatwick, Heathrow, Luton)

- **Europe**

Amsterdam, Brussels, Frankfurt, Berlin, Munich, Prague, Krakow, Warsaw, Zurich, Bratislava, Budapest, Vienna, Sophia, Dubrovnik, Split, Ljubljana, Athens, Corfu, Rome, Venice, Paris, Nice, Barcelona, Alicante, Malaga, Ibiza, Palma, Mahon, Tenerife, Gran Canaria, Lanzarote, Lisbon, Faro, Funchal, Stockholm, Oslo, Copenhagen, Helsinki, Argi, Tallin, Vilnius, Istanbul, Antalya, Dalaman, Bodrum, Larnaca, Moscow, Varna

Unit 201

Worldwide travel and tourism destinations

Outcome 2

Understand tourism destinations to inform travellers

Assessment Criteria

Knowledge

The learner can:

1. identify major **tourist attractions**
2. explain the **appeal** of individual **tourist attractions**
3. identify **sun, winter sport** and **city destinations**
4. explain the appeal of different types of tourist destinations
5. identify popular **special events** in relation to travel and tourism
6. identify the official **language** of different **outbound destinations**
7. identify the **currencies** of **outbound destinations**
8. explain the impact on travellers of different time zones
9. explain the most appropriate **method of travelling** between worldwide destinations
10. explain the types of **climate** found in major **outbound destinations** worldwide
11. identify major **shops and shopping areas** in outbound destinations worldwide.

Range

Tourist attractions: UK

- **Theme Parks**

Alton Towers, Thorpe Park, Chessington World of Adventures, LeEvolvend, Blackpool Pleasure Beach, Pleasureland Theme Park (Southport), Drayton Manor Family Theme Park

- **Man-made**

London Eye, Tower of London, Westminster Abbey, St Paul's Cathedral, Madame Tussauds, Kew Gardens, London Zoo, Tate Modern, Victoria & Albert Museum (London), Eden Project (Cornwall), Stonehenge (Wiltshire), Blenheim Palace (Oxfordshire), Durham Cathedral (Durham), Windsor Castle (Berkshire), Roman Baths (Bath), Edinburgh Castle, Chester Zoo, Canterbury Cathedral, York Minster, Hadrian's Wall (Northumberland), Royal Pavilion (Brighton & Hove)

- **Natural**

Giants Causeway, Lake District, The Broads, Snowdonia, The Highlands.

Tourist attractions: Europe

- **Theme Parks**

Disneyland Resort Paris, Parc Asterix, Futuroscope (France), LeEvolvend, Tivoli Gardens (Denmark), Santapark (Finland), Port Aventura, WarnerBros MovieWorld, Universal Mediterranea (Spain), De Efteling (Netherlands), Phantasialand, Eifelpark (Germany)

- **Man-made**

Little Mermaid (Denmark), Arc de Triomphe, Eiffel Tower, Notre Dame Cathedral, The Louvre (France), Acropolis (Greece), Blarney Castle (Ireland), Colosseum, St Marks Square, Pompeii (Italy), Anne Frank House (Netherlands), Alhambra, Prado (Spain), Blue Mosque, Ephesus (Turkey), Red Square, St Basils Basilica, Winter Palace, Kremlin (Russian Federation)

- **Natural**

Rock of Gibraltar, The Fjords (Norway), Pamukkale, Cappadocia (Turkey)

Tourist attractions: Worldwide

- **Theme parks**

Walt Disney World Resort, Disneyland, Universal Studios, Busch Gardens, Sea World Adventure Park (USA), Tokyo Disney Resort (Japan)

- **Man-made**

UN Tower (Canada), Empire State Building, White House, Golden Gate Bridge, Mount Rushmore, Statue of Liberty (USA), Chichen Itza (Mexico), Christ the Redeemer (Brazil), Golden Temple, Taj Mahal (India), Great Wall of China, Terracotta Army (China), Royal Grand Palace (Thailand), Raffles (Singapore), Imperial Palace (Japan), Machu Pichu (Peru), The Pyramids (Egypt), Sydney Opera House (Australia), Petra (Jordan), Petronas Towers (Malaysia), Robben Island (South Africa)

- **Natural Features**

Grand Canyon, Niagara Falls (USA), Great Barrier Reef, Red Centre (Australia), Table Mountain (South Africa), Iguacu falls, Sugarloaf Mountain (Brazil)

Appeal

Education, cultural, heritage, thrill seeking, entertainment, relaxation, price, climate, facilities, nature

Sun destinations

- **UK**

Blackpool, Scarborough, Brighton & Hove, Newquay, Bournemouth, Great Yarmouth, Tenby, Llandudno, Skegness, Torbay

- **Europe**

Torremolinos, Benidorm, Lloret, Playa de las Americas, Playa del Ingles (Spain), Rimini, Lido di Jesolo, Sorrento, Amalfi (Italy), Nice, Cannes, St Tropez (France), Albufeira (Portugal), Bodrum, Marmaris (Turkey), Faliraki (Rhodes, Greece), Kavos (Corfu, Greece), Agios Nikolaos (Crete), Ayia Napa (Cyprus), Malta.

- **Worldwide**

Acapulco, Cancun (Mexico), Gulf coast of Florida, Miami Gold Coast (USA), Penang (Malaysia), Surfers Paradise (Australia), Pattaya Beach, Phuket (Thailand), Goa (India), (Gambia), Nassau (Bahamas)

Winter sports destinations

Austria, Switzerland, Italy, France, Canada, USA, UK, Spain, Bulgaria

Special events

St Patrick's Day Parade, New York, Mardi Gras, New Orleans (USA), Rio Carnival, Rio (Brazil), Calgary Stampede, Calgary (Canada), Edinburgh Festival, Edinburgh (UK), Cannes Film Festival, Bastille Day (France), Oktoberfest, Passion Play (Germany), Pamplona (Spain), Notting Hill Carnival, Queen's Birthday Parade - Trooping the Colour, London, Edinburgh Military Tattoo (UK), Australia Day (Australia), Venice Carnival (Italy)

Outbound destinations

- **Europe**

Austria, Belgium, Bulgaria, Croatia, Czech Republic, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Netherlands, Norway, Portugal, Russian Federation, Spain, Sweden, Switzerland, Turkey, UK

- **Worldwide**

Australia, Brazil, Canada, China, Egypt, Gambia, India, Indonesia (Bali), Japan, Jordan, Kenya, Malaysia, Mexico, New Zealand, Peru, Singapore, South Africa, Thailand, UAE, USA

- **Islands**

Mauritius, Bermuda, Sri Lanka, Bali, Sardinia, Corsica, Sicily, Madeira, Malta, Fiji, Cyprus

- **Island groups**

Bahamas, Caymans, Seychelles, Hawaiian, Maldives, Balearics, Canaries, Caribbean, Greek Islands

Language

eg English, French, Spanish, Italian, Portuguese, Greek, Turkish, German

Currencies

Euro, US Dollar, South African Rand, Indian Rupee, Thai Baht, Kenyan Schilling, Japanese Yen, Mexican Peso, Brazilian Real, Turkish Lira

Method of traveling

Air, sea, rail, roads

Shops & shopping areas

- **Shops**

Harrods (London), Galeries Lafayette (Paris), GUM (Moscow), Macys, Bloomingdales (New York)

- **Shopping areas**

Oxford St, Covent Garden (London), Fifth Avenue (New York), Champs Elysees (Paris), Rodeo Drive (Los Angeles), 5th Avenue (New York)

Climate

Polar, humid (cooler, warmer, tropical) dry, hurricane, monsoon

Unit 201 Worldwide travel and tourism destinations

Notes for guidance

Suggested good practice

It should be recognised that those working towards Travel Destinations at Level 2 are likely to come from a variety of backgrounds and have differing knowledge of the subject. Whereas at Level 1 it is only reasonable to expect the learner to locate information on destinations, at Level 2 we expect them to locate and also provide additional information on travel destinations worldwide. It is therefore expected that the learner will have some prior learning. The key to understanding this qualification is to be able to find information and interpret it from the various sources that are available. The learner is expected to research information and provide simple analysis of destinations worldwide and provide effective comparisons between the various destinations.

The unit should be delivered in an interactive format encouraging the learner to practice using the world travel atlas and any other manuals to source the answers as much as possible. Learners should be encouraged to examine visual references of destinations and their features. These should not only include the usual methods such as travel atlases and maps, but also videos, photographs and pictures of destinations and attractions (as used in brochures and guidebooks). For example, learners should be able to associate pictures of attractions (ie the Eiffel Tower) with cities (Paris, France).

Although, not, in any way, a definitive list, it is recognised that the range of travel destinations etc provided is very extensive. At this level, the range provided is what a learner would be expected to know were they entering the industry. **Please note that it is not expected that learners will remember all the items in the range provided.** However, learners should be able to locate any item within the range with the use of appropriate support materials. Assessors should note that learners will only be assessed on the items listed in the range statements.

Learning and support resources

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

Resource	Title/How to access
Books	<ul style="list-style-type: none"> World Travel Atlas (11th Edition) Columbus Travel Media
Periodicals and other publications	<ul style="list-style-type: none"> Tourist Attractions and Events Around the World (3rd Edition) Columbus Travel Media Trade Journals eg Travel Weekly, Travel Trade Gazette
Websites	<p>The list of websites relating to travel and tourism destinations is endless, but the following sites will provide a useful starting point for relevant information:</p> <p>www.wto.org World Tourism Organisation</p> <p>www.world-tourism.org World Tourism Organisation Statistical Service</p> <p>www.towd.com Tourism Offices Worldwide Directory</p> <p>www.lonelyplanet.co.uk Country Information and discussion boards</p> <p>www.bugbog.com Independent destination finder</p> <p>www.travel-guide.com Worldwide destination guide</p> <p>www.nationalgeographic.com/travel Travel guide site</p> <p>www.world-guides.com Destination information</p> <p>www.gazetteers.com DG & G Guides</p>

Level: 2
Credit value: 7
UAN number: H/601/5443

Unit aim

The aim of this unit is to enable learners to improve their knowledge of UK tourism destinations, to understand the attractions of key features for different groups, and to understand the different accommodation and catering facilities available at the destination.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know UK physical features relating to travel and tourism
2. Know established tourism destinations within the United Kingdom
3. Understand what attracts tourists to the United Kingdom

Guided learning hours

It is recommended that **52** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed People 1st

Assessment

This unit will be assessed by an online multiple choice test. **Candidates are permitted to take into the exam a published world travel atlas and a visitor/tourist attraction guide.**

Unit 205

UK travel and tourism destinations

Outcome 1

Know UK physical features relating to travel and tourism

Assessment Criteria

Knowledge

The learner can:

1. identify the geographical **structure** of the United Kingdom
2. locate **seas, oceans** and **waterways** of the United Kingdom
3. locate **major islands and island groups** around the United Kingdom
4. locate **major rivers** and **lakes** of the United Kingdom
5. locate major ranges of **mountains and hills** of the United Kingdom
6. locate **national parks** in the United Kingdom.

Range

Structure

Four countries of the United Kingdom, individual capital cities, the Nation's capital

Seas/Oceans/Waterways

North Sea, Irish Sea, English Channel, Atlantic Ocean, Bristol Channel, The Solent, Straits of Dover, Cardigan Bay, Firth of Forth, Firth of Clyde, Firth of Lorn, The Caledonian Canal

Major islands and island groups

Isle of Wight, Channel Isles (Jersey, Guernsey, Alderney), Isle of Man, Hebrides, Scilly Isles, Shetland Isles, Orkney Isles, Anglesey, The Farne Islands

Major rivers and lakes

Thames, Avon, Severn, Mersey, Trent, Clyde, Tyne, Tweed, Loch Lomond, Loch Ness, Lough Neagh, Rutland water, Kielder Water, Windermere

Mountains and hills

Ben Nevis, Snowdon, Scafell Pike, North West Highlands, Grampians, Trossachs, Pennines, Mendips, Chilterns, Lake District, Cotswolds, Brecon Beacons, Exmoor, Dartmoor, Mountains of Mourne, Cairngorms

National parks

Dartmoor, Exmoor, Brecon Beacons, Pembrokeshire Coast, Snowdonia, The Broads, Peak District, Yorkshire Dales, Lake District, North York Moors, Northumberland, Cairngorms, Loch Lomond and the Trossachs, The New Forest, South Downs

Unit 205

UK travel and tourism destinations

Outcome 2

Know established tourism destinations within the United Kingdom

Assessment Criteria

Knowledge

The learner can:

1. locate **gateways** within the United Kingdom
2. locate **main air, rail and road routes** used within the United Kingdom
3. understand the importance of links between **gateways** and **main air, rail and road routes**
4. locate **tourist cities and towns**
5. locate **purpose-built** and **seaside resorts**
6. locate **national sporting venues**
7. locate **national conference venues**
8. locate **heritage and cultural sites**
9. locate **attractions**.

Range

Gateways

- **UK airports**

London (Stansted, Luton, London City, Heathrow, Gatwick), Birmingham, Manchester, Glasgow, Newcastle, Edinburgh, Cardiff, Belfast, Aberdeen, Leeds/Bradford, Bristol, Exeter, Newquay, Jersey, Guernsey, Isle of Man, East Midlands

- **UK seaports**

Portsmouth, Dover, Southampton, Plymouth, Holyhead, Stranraer, Belfast, Hull, Poole, Newcastle, Harwich, Liverpool

- **Rail**

Channel Tunnel

Main air, rail and road routes

Motorways, airports and mainline rail routes

Tourist cities

Bath, Belfast, Birmingham, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Glasgow, Liverpool, London, Manchester, Nottingham, Oxford, York, Canterbury, Newcastle upon-Tyne, Leeds, Coventry, Inverness, Brighton

Tourist towns

Glastonbury, Harrogate, Reading, Keswick, Stratford-Upon-Avon, Warwick, Windsor, Cheltenham, St Austell, Matlock, Bakewell, Llangollen, Fort William

Purpose-built resorts

Centre Parcs, Haven, Pontins, Butlins

Seaside resorts

Blackpool, Scarborough, Ayr, Newquay, Torquay, Bournemouth/Poole, Great Yarmouth, Llandudno, Skegness, Southend-on-Sea, St Ives, Weymouth, Portstewart, Portrush, Rhyl, Tenby, Weston-Super-Mare, Douglas, Whitby, Margate, St Andrews, Oban

National sporting venues

Hampden Park (Scotland), Windsor Park (Northern Ireland), Wembley Complex (England), Millennium Stadium Cardiff (Wales), Murrayfield (Scotland), Twickenham (England), Lords Cricket Ground (England), The Oval (England), Ascot, Epsom, Aintree (England), Gleneagles (Scotland), St Andrews (Scotland), Crystal Palace (England), Wimbledon (England), Manchester Velodrome (England)

National conference venues

Manchester Evening News Arena, Olympia, Earls Court, NEC, ExCel (England), SECC, EICC (Scotland), Millennium Stadium (Wales)

Heritage and Cultural Sites

Caernarfon Castle (Wales), Edinburgh Old & New Towns (Scotland), Hadrian's Wall, Durham Castle & Cathedral, Ironbridge Gorge, Bath, Stonehenge, Windsor Castle, Tower of London, Palace of Westminster, Greenwich, York (England), Culloden (Scotland)

Attractions

- **Theme parks**

Alton Towers, LeEvolvend, Blackpool Pleasure Beach, Chessington World of Adventures, Thorpe Park, Light Water Valley, Loudon Theme Park

- **Man-made**

London Eye, Madame Tussauds, London Dungeon, (London), Eden Project (Cornwall), Royal Armouries (Leeds), Life Science Centre (Newcastle), Ulster Folk and Transport Museum, Northern Ireland, Old Blacksmith Shop (Gretna Green), Yorvik Viking Centre (York), Chester Zoo (Chester)

- **Natural**

Giants Causeway (Northern Ireland), Kielder Forest, Lake District, Norfolk Broads (England), Cheddar Gorge (England), Torridon (Scotland)

- **Attractions available in the local area**

Natural attractions, buildings, events, cinemas, theatres, walks, tours, parks, gardens

Unit 205

Outcome 3

UK travel and tourism destinations

Understand what attracts tourists to the United Kingdom

Assessment Criteria

Knowledge

The learner can:

1. identify different **types of tourists and groups of tourists**, which travel to UK tourism destinations
2. identify the specific **appeal** of tourism destinations
3. identify **sources** of information about tourism destinations
4. describe the **facilities and services**, which may be required, by different types of tourists
5. describe **types of accommodation** and **classifications** available at tourism destinations
6. describe types of **catering facilities** available at tourism destinations.

Range

Types of tourists and groups of tourist

Domestic, overseas, age, party size (independent, family, group), purpose of visit (leisure, business, visiting friends and relatives), specific needs

Appeal

Cultural, historic, natural features, sightseeing, business, sport and recreation, manmade features, visiting friends and family

Sources

Maps and atlases, tourist guide books, leaflets, brochures, trade directories, trade press, internet, Tourist Information Centres, colleagues

Facilities and services

Accommodation, catering, entertainment and attractions, transport, specific facilities (ie people with specific needs), toilets

Types of accommodation

Self-catering (chalets, caravans and tents, cottages, apartments), hotels, farmhouse, bed and breakfast, canal boats, motels and inns

Classifications

Cottages and apartments, caravan and camping sites, hotels, bed and breakfast, RAC, AA, Michelin, Visit Britain

Catering facilities

Fast food, restaurants, coffee/tea shops, cafes, hotels, pubs, etc

Unit 205 UK travel and tourism destinations

Notes for guidance

Suggested good practice

It should be recognised that those working towards UK tourism locations at level two are likely to have a poor knowledge of the tourist destinations of the United Kingdom, a subject often cited by industry representatives as a weakness in newly qualified travel and tourism students. This is a practical unit that will give learners an opportunity to learn about the UK and key destinations for both domestic and inbound tourists.

In choosing which destinations to be studied learners should be reminded that the UK covers the whole of England, Scotland, Wales and Northern Ireland. As part of the unit is to get learners more familiar with other parts of the UK, they should be discouraged from simply investigating destinations that are nearby or that they have visited.

Given the large number of destinations in the UK used by tourists, this unit should be viewed as an introduction to the UK, helping to improve their knowledge of destinations, what facilities they have to attract tourists, how to obtain information about them and how to plan an itinerary for specified groups of people.

Visits or residentials are an excellent way of introducing learners to areas of the UK that are outside their normal experience. The use of quizzes, games, atlases and road maps and the internet will help learners to locate and understand the appeal of destinations

Learning and support resources

There are a wide 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:

Resource	Title/How to access																												
Books	<ul style="list-style-type: none"> • World Travel Guide (2002), Columbus Travel Media • World Travel Atlas (11th Edition) Columbus Travel Media • Road Atlas Britain and Ireland (2003), Collins 																												
Periodicals and other publications	<ul style="list-style-type: none"> • Trade Journals (Travel Weekly, Travel Trade Gazette) • Insights • EnjoyEngland holiday planner 2004 																												
Videos	As well as the television holiday programmes there are many commercial videos available. Videos act as a stimulus for further discussion or as a visual image of a destination. A range of videos are available from VisitBritain and regional tourist boards																												
Websites	<p>Most regional tourist boards, cities, towns or local authorities have a website, examples are listed below:</p> <table> <tbody> <tr> <td>www.visitbritain.com</td> <td>Visit Britain</td> </tr> <tr> <td>www.visitengland.com</td> <td>Visit England</td> </tr> <tr> <td>www.wtgonline.com</td> <td>World Travel Guide</td> </tr> <tr> <td>www.statistics.gov.uk</td> <td>Travel Trends Surveys</td> </tr> <tr> <td>www.cnp.org.uk</td> <td>Council for National Parks</td> </tr> <tr> <td>www.goodbeachguide.co.uk</td> <td>Good Beach Guide</td> </tr> <tr> <td>www.wishyouwerehere.co.uk</td> <td>Wish you were here</td> </tr> <tr> <td>www.york-tourism.co.uk</td> <td>York Tourism</td> </tr> <tr> <td>www.tourism.wales.gov.uk</td> <td>Tourism for Wales</td> </tr> <tr> <td>www.aboutscotland.com</td> <td>About Scotland</td> </tr> <tr> <td>www.londontown.com</td> <td>London Town</td> </tr> <tr> <td>www.bournemouth.co.uk</td> <td>Bournemouth Tourism</td> </tr> <tr> <td>www.attractions.co.uk</td> <td>Attractions Management</td> </tr> <tr> <td>www.culture.gov.uk</td> <td>Dept for Culture, Media and Sport</td> </tr> </tbody> </table>	www.visitbritain.com	Visit Britain	www.visitengland.com	Visit England	www.wtgonline.com	World Travel Guide	www.statistics.gov.uk	Travel Trends Surveys	www.cnp.org.uk	Council for National Parks	www.goodbeachguide.co.uk	Good Beach Guide	www.wishyouwerehere.co.uk	Wish you were here	www.york-tourism.co.uk	York Tourism	www.tourism.wales.gov.uk	Tourism for Wales	www.aboutscotland.com	About Scotland	www.londontown.com	London Town	www.bournemouth.co.uk	Bournemouth Tourism	www.attractions.co.uk	Attractions Management	www.culture.gov.uk	Dept for Culture, Media and Sport
www.visitbritain.com	Visit Britain																												
www.visitengland.com	Visit England																												
www.wtgonline.com	World Travel Guide																												
www.statistics.gov.uk	Travel Trends Surveys																												
www.cnp.org.uk	Council for National Parks																												
www.goodbeachguide.co.uk	Good Beach Guide																												
www.wishyouwerehere.co.uk	Wish you were here																												
www.york-tourism.co.uk	York Tourism																												
www.tourism.wales.gov.uk	Tourism for Wales																												
www.aboutscotland.com	About Scotland																												
www.londontown.com	London Town																												
www.bournemouth.co.uk	Bournemouth Tourism																												
www.attractions.co.uk	Attractions Management																												
www.culture.gov.uk	Dept for Culture, Media and Sport																												

Level: 2
Credit value: 6
UAN number: M/601/5445

Unit aim

The aim of this part of the unit is to provide the learner with a basic knowledge of both travel insurance and general travel advice.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand how to provide information on passport and visa requirements for overseas journeys
2. Understand how to provide health information for overseas tourist destinations
3. Understand how to provide Foreign and Commonwealth Office safety and security information
4. Understand how to provide foreign exchange information
5. Understand how to provide information on travel insurance

Guided learning hours

It is recommended that **41** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering the knowledge and a short-answer question paper. **This test is open book and candidates are permitted to take any resource material into the exam.**

Unit 210

Travel and tourism support services

Outcome 1

Understand how to provide information on passport and visa requirements for overseas journeys

Assessment Criteria

Knowledge

The learner can:

1. identify sources of information for passport and visa requirements
2. explain **passport and visa requirements** for British passport holders when travelling on overseas journeys
3. explain circumstances when UK citizens may hold more than one passport
4. identify **visa information** required for holders of non-British passport holders when travelling on overseas journeys
5. explain the difference between tourist, business and transit visas.

Range

Passport and visa requirements

Access to certain destinations, restrictions, special requirements, validity requirements

Visa information

Use information from long haul brochures, government websites

Unit 210

Outcome 2

Travel and tourism support services

Understand how to provide health information for overseas tourist destinations

Assessment Criteria

Knowledge

The learner can:

1. identify **sources** of health information for travellers
2. explain health information for holiday destinations
3. identify the **vaccinations required/recommended** for tourist destinations
4. describe **precautions** to be taken with regard to drinking local water.

Range

Sources

World Travel Guide, World Health Organisation, Travel Clinics, consult own G.P, vaccination centre

Vaccinations required/recommended

Must have, advisable

Precautions (local water)

Drink bottled water, do not have ice cubes in drinks, beware salads washed in local water, use purifying tablets, boil water

Unit 210

Outcome 3

Travel and tourism support services

Understand how to provide Foreign and Commonwealth Office safety and security information

Assessment Criteria

Knowledge

The learner can:

1. identify **where** to obtain Foreign and Commonwealth Office information
2. explain safety and security advice for destinations based on Foreign and Commonwealth Office information
3. explain **general security precautions** for overseas journeys
4. explain the purpose of the Foreign and Commonwealth Office 'Locate' register.

Range

Where

www.fco.gov.uk

General security precautions

Using hotel safes for valuables, keeping to well-lit areas, not displaying expensive jewellery/cameras, making photocopies of passports and other documents, airport/airline security

Unit 210

Outcome 4

Travel and tourism support services

Understand how to provide foreign exchange information

Assessment Criteria

Knowledge

The learner can:

1. identify sources of information on foreign currency and travellers cheques
2. identify the countries which use the euro as their unit of currency
3. identify the unit of currency used in **non-euro zone destinations**
4. explain the advantages and disadvantages of different **forms of payment** when travelling overseas
5. explain the difference between 'sell at' and 'buy at' exchange rates.

Range

Non-euro zone destinations

USA, Mexico, Canada, Australia, New Zealand, Turkey, Dubai, India, Singapore, Thailand, South Africa, Norway, Switzerland, Bulgaria, Croatia, Romania, Lithuania, Latvia, Estonia, Czech Republic

Forms of payment

Foreign currency, travellers cheques, credit cards, debit cards

Unit 210

Outcome 5

Travel and tourism support services

Understand how to provide information on travel insurance

Assessment Criteria

Knowledge

The learner can:

1. explain the **importance** of travel insurance to travellers
2. explain situations when travellers may require different levels of insurance cover
3. explain the difference between using an European health insurance card and a travel insurance policy for medical purposes
4. outline **terms and conditions** that impact on the purchase of travel insurance.

Range

Importance

Protection against loss, damage, accident, illness or other illness or misfortune while away from the home

Terms and conditions

Pre-existing conditions, age restrictions, country of domicile, location of destination, duration of stay, members of the party, hazardous activities

Unit 210 Travel and tourism support services

Notes for guidance

Suggested good practice

It should be recognised that those working towards the additional travel and tourism services may fall into one of several brackets. Those learners already working at a junior level within the travel and tourism industry are likely to have some awareness of insurance and the other areas covered in the unit. Learners without industry experience are likely to have limited knowledge of insurance but maybe able to relate to health, passport and currency information from past experience.

By whatever path a learner comes to be studying the additional travel and tourism services it is vital that they understand the principles of travel insurance, so that they are able to inform potential clients when they are in the industry. It is important that learners are aware of the range of insurance services available, but realise that most travel and tourism organisations will have preferred vendors who provide their insurance services.

It is increasingly important that learners have an understanding of the broad travel and tourism picture in relation to health advice and security, especially given recent world events (ie SARS, Foot and Mouth, September 11). It is suggested that learners studying for this unit would benefit from keeping up to date on recent world events in relation to travel and tourism. Students should be encouraged to read the national and trade press and assessors could designate learners to report any findings back on a weekly basis to the rest of the learners.

Where possible the unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Activities such as class discussion where learners can share experiences they have had whilst on holiday is a good starting point from which to start the unit. Teachers may illustrate situations using their own experiences as both a traveller who has had the need to make a claim and as a customer buying insurance.

Visits to local travel agencies and tour operators are useful as learners can observe at first hand the way insurance is sold and the types of incident that have lead to insurance claims. Guest speakers from the travel and insurance industries are also recommended as a way of reinforcing learning and placing it within an industry setting.

Learning and support resources

There are many resources available to support the delivery of this unit. 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:

Resource	Title/How to access																				
Books	<ul style="list-style-type: none"> • Syrratt, G & Archer, J (2003) Manual of Travel Agency Practice, Butterworth Heinemann • ABTA Travel Insurance Training Programme Level One (2003), available from TTC Training • Business Travel Self-Study Primers: Identifying Passport, Visa & Health Requirements, available from the Guild of Business Travel Agents • Business Travel Self-Study Primers: Insurance, available from the Guild of Business Travel Agents • Travel Companies' in-house training modules 																				
Periodicals and other publications	<ul style="list-style-type: none"> • Trade press (Travel Weekly, Travel Trade Gazette) • High Street outlet travel insurance and Foreign Exchange leaflets, eg Post Office, Banks, Building Societies, Major stores and supermarkets • International Travel Insurance Journal • Specialist travel insurance leaflets • Tour Operator's brochures 																				
Websites	<table border="0"> <tr> <td>www.fco.gov.uk</td> <td>Foreign and Commonwealth Office</td> </tr> <tr> <td>www.abi.org.uk</td> <td>Association of British Insurers</td> </tr> <tr> <td>www.doh.gov.uk</td> <td>Department of Health</td> </tr> <tr> <td>www.xe.net/cu</td> <td>Currency converter</td> </tr> <tr> <td>www.cdc.gov/travel</td> <td>Worldwide health advice</td> </tr> <tr> <td>www.ukpa.gov.uk</td> <td>UK passport service</td> </tr> <tr> <td>www.corporatetravelsafety</td> <td>Travel safety tips</td> </tr> <tr> <td>www.gazetteers.com</td> <td>DG & G Guides</td> </tr> <tr> <td>www.abtanet.com</td> <td>Association of British Travel Agents</td> </tr> <tr> <td>www.gbta.guild.com</td> <td>Guild of Business Travel Agents</td> </tr> </table> <p>Any specialist travel insurance website (Amex, Columbus)</p>	www.fco.gov.uk	Foreign and Commonwealth Office	www.abi.org.uk	Association of British Insurers	www.doh.gov.uk	Department of Health	www.xe.net/cu	Currency converter	www.cdc.gov/travel	Worldwide health advice	www.ukpa.gov.uk	UK passport service	www.corporatetravelsafety	Travel safety tips	www.gazetteers.com	DG & G Guides	www.abtanet.com	Association of British Travel Agents	www.gbta.guild.com	Guild of Business Travel Agents
www.fco.gov.uk	Foreign and Commonwealth Office																				
www.abi.org.uk	Association of British Insurers																				
www.doh.gov.uk	Department of Health																				
www.xe.net/cu	Currency converter																				
www.cdc.gov/travel	Worldwide health advice																				
www.ukpa.gov.uk	UK passport service																				
www.corporatetravelsafety	Travel safety tips																				
www.gazetteers.com	DG & G Guides																				
www.abtanet.com	Association of British Travel Agents																				
www.gbta.guild.com	Guild of Business Travel Agents																				

Unit 212/230 Air fares and ticketing

Level: 2

Credit value: 10

UAN number: R/601/5423

The aim of this unit is to enable learners to construct a range of fares for given journeys/itineraries. It is designed to provide competence in fares and ticketing and learners will study the itinerary planning, Fares, Ticketing and Mileage System. Learners will also explore different documents that are available and the knowledge needed to interpret them correctly.

This course must be taught using an approved training course.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Know IATA codes
2. Know IATA areas
3. Understand IATA terms and definitions
4. Understand fare types
5. Be able to select appropriate fares
6. Be able to construct fares using the mileage system
7. Be able to interpret air travel documentation
8. Know baggage allowances, taxes, fees and charges

Guided learning hours

It is recommended that **80** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by a short-answer question paper. **This test is open book and candidates are permitted to take any resource material into the exam.**

Unit 212/230 Air fares and ticketing

Outcome 1 Know IATA codes

Assessment Criteria

Practical skills

The learner can:

1. encode and decode IATA codes

Knowledge

1. identify IATA **codes**.

Range

Codes

Airport, city, airline, currency, country, state

Unit 212/230 Air fares and ticketing

Outcome 2 Know IATA areas

Assessment Criteria

Knowledge

The learner can:

1. identify IATA **areas**
2. define IATA **sub-areas**

Range

Areas

TC1, TC2 and TC3

Sub-areas

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

Unit 212/230

Air fares and ticketing

Outcome 3

Understand IATA terms and definitions

Assessment Criteria

Knowledge

The learner can:

1. explain what is meant by the term Global Indicators
2. explain how Global Indicators are used when planning journeys
3. define stopovers
4. define pricing units and fare components.

Range

Global indicators

EH Eastern Hemisphere; WH Western Hemisphere; AP Atlantic Pacific; TS Trans Siberian; AT Atlantic

Stopovers

24 hr stopover definition

Unit 212/230 Air fares and ticketing

Outcome 4 Understand fare types

Assessment Criteria

Practical skills

The learner can:

1. interpret **rules** for **fare types**
2. interpret different **fare basis codes**
3. combine fares of more than one type/rule/airline.

Knowledge

1. explain **restrictions** for **fare types**

Range

Rules

Standard conditions

Fare types

Super APEX/APEX, Super PEX/PEX, Excursion, Secondary Levels, Normals

Fare basis codes

Class Code, Seasonal Code, Part of the Week Code, Part of Day Code, Fare and Passenger Type Code, Fare Level Identifier

Restrictions

Stopovers, minimum and maximum stay, advanced purchase, changes to reservations, Combinations

Unit 212/230 Air fares and ticketing

Outcome 5 Be able to select appropriate fares

Assessment Criteria

Practical Skills

The learner can:

1. use reference materials to source fares
2. select appropriate **fare type** for a given itinerary
3. calculate **passenger type** discounts.

Knowledge

The learner can:

1. explain how to use reference materials
2. explain fare **restrictions** for fare selected
3. explain fare discounts for **passenger types**.

Range

Fare types

Super APEX/APEX/Super PEX/PEX, Excursion, Secondary Levels, Normal

Passenger types

Child, infant, ship's crew, senior citizen, youth, student

Restrictions

Stopovers, minimum and maximum stay, advanced purchase, changes to reservations

Unit 212/230 Air fares and ticketing

Outcome 6 Be able to construct fares using the mileage system

Assessment Criteria

Practical skills

The learner can:

1. construct normal fares for itinerary
2. show fare constructions in an appropriate **format**.

Knowledge

The learner can:

1. explain the mileage system
2. explain the use of the Neutral Unit of Construction (NUC)
3. explain how the IATA Rates of Exchange (ROE) are used in calculating fares
4. explain how to use Rounding Units.

Range

Format

Linear/automated, manual/ladder

Unit 212/230 Air fares and ticketing

Outcome 7

Be able to interpret air travel documentation

Assessment Criteria

Practical Skills

The learner can:

1. interpret **documents** used in air travel.

Knowledge

The learner can:

1. explain different **documents** used in air travel
2. identify **terminology** used on **documents**
3. explain information displayed on **documents**
4. identify different **payment methods**.

Range

Documents

E-ticket, ATB, OPTAT/TAT, Electronic ticket, MCO, MPD

Terminology

Codes, abbreviations, technical terms

Payment methods

Cash, cheque, credit card, debit card, Invoice, Travellers Cheques

Unit 212/230 Air fares and ticketing

Outcome 8 Know baggage allowances, taxes, fees and charges

Assessment Criteria

Knowledge

The learner can:

1. identify free **baggage allowances**
2. identify excess **baggage charges**
3. identify **taxes, fees and charges**.

Range

Baggage allowances

Weight, number of pieces

Taxes, fees and charges

departure, arrival, food, airport tax

Unit 212/230 Air fares and ticketing

Notes for guidance

Suggested good practice

It is likely that those working towards the City & Guilds Level 2 Air Fares and Ticketing qualification will come from a variety of backgrounds. At Level 2 learners are expected to be able to provide and interpret fares and ticketing information. The delivery of this unit should therefore be approached that the candidate has some prior learning.

This unit should be delivered in a structured way allowing candidates plenty of opportunity to practice exercises. Candidates 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.

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, Level 2 gives candidates a thorough grounding in fares and ticketing completion. If candidates wish, they can move onto Level 3 which gives candidates the ability to calculate complex fares and issue tickets for multi-sector journeys.

Learning and support 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)
- Columbus Worldwide atlas
- Galileo 1 (GA-1) – Star Alliance and GTMC

Resource	Title/How to access
Books	<ul style="list-style-type: none">• Leach, J (2000) Airfare Secrets, Studio 4 publishing• Semer-Purzycki, J (1993) Practical Guide to Fares & Ticketing, Delmar publishing Davidoff, P (1995) Air Fares & Ticketing, Delmar publishing• Sorenson, H (1994) International Air Fares: Construction & Ticketing, Delmar publishing
Periodicals and other publications	<ul style="list-style-type: none">• Trade Journals (Travel Trade Gazette, Travel Weekly)• IATA Ticketing Handbook
Websites	<p>www.iata.org.uk International Air Transport Association</p> <p>www.cthcm.com CTHCM</p> <p>www.learntravel.co.uk Learn travel</p>

Level: 2
Credit value: 10
UAN number: L/601/5422

Unit aim

The aim of this unit is to provide learners with the skills and knowledge necessary to gain employment in a business travel centre or other business travel environments.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand the role of travel management companies
2. Understand how information technology is used in business travel
3. Know business travel destinations
4. Understand published and discounted air fares
5. Know travel services for the business traveller
6. Know ancillary travel support services for the business traveller
7. Be able to plan and construct business travel itineraries

Guided learning hours

It is recommended that **62** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an online multiple choice test. **This test is open book, candidates are permitted to take into the exam any support materials they require.**

Unit 220

Outcome 1

Business travel planning

Understand the role of travel management companies

Assessment Criteria

Knowledge

The learner can:

1. explain the definition of the term business travel
2. explain the **reasons** why people travel on business
3. explain the **differences** between the business and leisure travel sectors
4. identify **travel management companies**
5. explain the **role** of travel management consortia.

Range

Reasons

Meetings, seminars, conferences, commercial exhibitions, sales, training, maintenance trade shows, consultancy

Differences

Corporate need, choice, expenditure, destination, flexibility, priority, urgency, corporate travel policy, corporate rate, transaction and management fees, payment terms

Travel management companies

A travel agency which specialises in the management of business travel. Includes members of: Guild of Travel Management Companies (GTMC), Advantage Business travel Focus Group (mixed business, UK, Multinational, business travel only)

Role

Training, consultancy, professionalism, industry representation, corporate identification, negotiations, liaison

Unit 220

Business travel planning

Outcome 2

Understand how information technology is used in business travel

Assessment Criteria

Knowledge

The learner can:

1. identify **information technology** used to **retrieve information** on business travel services
2. explain the **main uses of information technology** in business travel
3. identify the **Global Distribution Systems (GDS)** available for business travel
4. explain the main **functions** of a typical **Global Distribution System**
5. explain the different forms of **technological communication** used in business travel
6. explain the **need for security** and safety of client's information stored in a computer.

Range

Information technology

GDS, internet, intranet

Retrieve information

Company and traveller profile, availability, schedules, fares, rates, make reservations

Main uses of information technology

Communications, running of the organisation, profitability

GDS (Global Distribution System)

Amadeus, Galileo, Sabre, Worldspan

Functions

Obtaining fares, ticketing, making reservations, checking availability, special requirements, company and traveller profiles

Technological communication

Telephone, GDS, email, internet, intranet, extranet, facsimile

Need for security

Data protection, professional conduct

Unit 220

Outcome 3

Business travel planning

Know business travel destinations

Assessment Criteria

Knowledge

The learner can:

1. Locate business travel destinations
2. explain the **importance** of **travel information** to business travellers
3. identify major business **transport routes** in and from the UK
4. identify **time differences** between the UK and other countries
5. explain the effect of **time changes** in relation to business travellers.

Range

Importance

Preparation, cancellation, postponement, delay

Travel information

Climate, currencies, language, clothing, business and social hints, local customs allowances

Transport routes

Including 'Gateways': Air and Sea Ports, motorways, land-border crossings, vehicle carrying routes, UK rail

Time differences

Ahead or behind UTC (Universal Time Co-ordinate)/GMT (Greenwich Mean Time)

Time changes

Clocks put forward (Daylight Saving) or back. 'Gain' time, 'lose' time. International Date Line

Unit 220

Business travel planning

Outcome 4

Understand published and discounted air fares

What you need to know

The candidate will be able to:

- 1 explain the **differences between scheduled and charter flights**
- 2 explain the differences between **standards of service**
- 3 describe the **ways** in which seats on scheduled services are offered at discounted prices
- 4 identify **discounted airfares** to a named business travel destination
- 5 explain the **terms and conditions** for a selected fare
- 6 explain the **advantages and disadvantages** of a selected fare.

Range

Differences between scheduled and charter flights

Frequency, flexibility, price, standards of service, class, destinations

Standards of service

No frills, full service, first class, premium class, business class, economy

Ways

Consolidators, Travel Management Company's negotiated fares database, airline special fares department, Internet

Discounted airfares

Price, rules and regulations

Terms and conditions

Minimum stay, maximum stay, midweek or weekend travel, time of day, ticketing, cancellations refunds, change to bookings, stopovers, flight restrictions, penalties

Advantages and disadvantages

Price, flexibility, restrictions, advance booking, availability, cancellation policy, refunds, standards of service

Unit 220

Business travel planning

Outcome 5

Know travel services for the business traveller

What you need to know

The candidate will be able to:

- 1 define **terminology associated with self-drive vehicle rental**
- 2 explain the use of vehicle rental **vouchers**
- 3 identify **terminology associated with accommodation**
- 4 identify **information on accommodation types**
- 5 explain **different methods of guaranteeing accommodation reservations**
- 6 identify **information on UK rail travel**
- 7 outline the modes of transport used on **vehicle and passenger carrying services** from, to and within the UK
- 8 identify suppliers operating **vehicle and passenger carrying services** from, to, and within the UK
- 9 describe the **on-board facilities** available to business travellers on **vehicle and passenger carrying services** from, to, and within the UK
- 10 identify **documentation** and **equipment** required for journeys by UK registered vehicles on **vehicle carrying services** from, and within, the UK.

Range

Terminology associated with self-drive vehicle rental

Car groups, rental periods, corporate rate, corporate discounts, loyalty and membership cards, legal requirements (eg age limits), collision/damage waiver, personal accident insurance, personal liability insurance, cost structures to include: all inclusive, time and mileage, unlimited mileage, mileage charges, drop-off charges, one-way rentals, delivery charges.

Vouchers

Referral, full credit, specified, prepaid

Terminology associated with accommodation

Full board, half board, room only, bed and breakfast, 24 hour rate, day delegate rate, facilities provision, rack rate, corporate rate, promotional rate, client negotiated rate, group rate

Accommodation types

Hotel, apartment, conference or meeting room

Information on accommodation types

Location, rates, classification, number of rooms, types of private facilities, public facilities, business and conference facilities, commission rates, check-in and check-out times, room release and cancellation policy

Different methods of guaranteeing accommodation reservations

Corporate credit card, personal credit card, Business travel Company IATA number or account number

Information on UK rail travel

Schedules, change points, routes, class, accommodation, fare types, Rail cards (Senior and Young persons), business traveller packages, on-board facilities, station facilities

Vehicle and passenger carrying services

Ferry, catamaran, train

On-Board facilities

Cabins, berths, seats, lounges, restaurants, bars, cinemas, shops, exchange bureau, purser's office

Documentation

Passports, tickets, vouchers, green card insurance, driving licence, vehicle registration documents

Equipment

GB sticker, spare bulbs, headlamps, warning triangle, first aid kit

Unit 220

Business travel planning

Outcome 6

Know ancillary travel support services for the business traveller

What you need to know

The candidate will be able to:

- 1 state **circumstances** when UK citizens may hold more than one passport
- 2 state **visa requirements** for UK citizens travelling from the UK
- 3 state the **health requirements** for UK citizens travelling from the UK
- 4 explain the **reciprocal health arrangements** available through the European Union
- 5 identify **sources for obtaining** foreign currency and travellers cheques and **methods of paying** for them
- 6 convert GBP (Great British pounds) into foreign currencies and vice-versa, using a given rate of exchange
- 7 explain '**buying rates**' and '**selling rates**' in respect of foreign currency transactions
- 8 explain the **differences** between **credit, debit and charge cards**.

Range

Circumstances

Dual nationality, travelling on one passport whilst second at embassy for visa process, visiting 'sensitive' country

Visa requirements

Single entry, multi-entry, transit

Health requirements

Compulsory (required), recommended (optional)

Reciprocal health arrangements

E111 or equivalent

Sources for obtaining

Specialist supplier, Bank, Bureau de Change, Internet

Methods of paying

Cash, cheque, invoice, direct debit

'Buying' rate

Exchange rate used by a business Travel Management Company when converting foreign currency into GBP (Great British pounds)

'Selling' rate

Exchange rate used by a business Travel Management Company when converting GBP (Great British pounds) into foreign currency

Differences

Application, advantages, disadvantages, limitations, billing, fees, terms, protection, reward schemes, acceptance

Credit, debit and charge cards

Visa, Master Card, American Express, Diners, Maestro, Solo, etc

Unit 220

Business travel planning

Outcome 7

Be able to plan and construct business travel itineraries

What you need to do

The candidate will be able to:

- 1 Prepare a **business travel itinerary**

Underpinning knowledge

The candidate will be able to:

- 1 identify the components needed to construct an itinerary for a business traveller
- 2 select **flights/routes** for a given itinerary
- 3 identify suitable **surface transport** from airport to city centre
- 4 select accommodation and self-drive vehicle rental as required.

Range

Business travel itinerary

Written plan for a business travel journey within the UK and from the UK to and within Europe

Components

Flight, accommodation, vehicle rental, transfers, special requirements

Flights/routes

Non-stop, direct, indirect, transfer connection, stopover, Alternative flights and routes (Different day/date, different carrier, different business travel destination, different routing)

Surface transport

Rail, Bus, Coach, taxi, courtesy transport provided between airport and city centre

Unit 220 Business travel planning

Notes for guidance

Suggested good practice

It should be recognised that those working towards the Introduction to business travel practices unit at level 2 may fall into one of several brackets. Candidates may have already completed a level 1 qualification in travel and tourism which may have touched on the business travel sector. Alternatively candidates may have been working in a junior role within a business Travel Management Company and have a greater knowledge of the sector.

By whatever path a candidate comes to be studying introduction to Business Travel Practices at level 2 it is vital that they understand the basics before progressing and therefore it is recommended that Outcome 1: Introduction to Travel Management is explored first. This outcome should involve lots of research by the candidate and should lead to plenty of discussion on the role of the business travel agent. By taking this approach, candidates will acquire a broader base of knowledge and understanding of business travel management and how it fits into the overall industry.

It is strongly recommended that an employer in the business travel sector be involved with the delivery of this unit, as a guest speaker or to provide visits to a business travel centre. The Guild of Travel Management Companies can assist with developing links with business travel companies.

It is strongly recommended that where possible candidates have access to a Computer Reservation System (CRS) to enable them to prepare and produce itineraries to the standard expected in the business travel environment, and as required by the corporate client.

It is recommended that Candidates be provided with opportunity to undertake a period of work experience in a Business Travel Centre or other business travel office. Practical work experience will be of benefit for candidates to demonstrate their abilities in a real life environment and build their confidence. Work placements should be encouraged in local business travel management companies. (The Guild of Travel Management Companies can assist with this, where appropriate, and available).

Learning and support 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:

Resource	Title/How to access	
Books	<ul style="list-style-type: none"> • Swarbrooke, J (2001) Business Travel and Tourism, Butterworth • Heinemann, Careers in Travel and Tourism (2004), • The Institute of Travel and Tourism GTMC Business travel Primers, available from the Guild of Travel Management Companies. 	
Periodicals and other publications	<ul style="list-style-type: none"> • Business travel • World Business traveller • Travel Bulletin • Travel Trade Gazette (TTG) • Travel Weekly • Travel Atlas (Columbus Travel Media) • DG&G Guides • ATOC Rail timetables • Airline timetables • World Travel Guide • Car Rental Brochures • Hotel Gazetteer • World travel Directory 	
Websites	<p>www.businesstraveller.com</p> <p>www.ttglive.com</p> <p>www.travelweekly.com</p> <p>www.dh.gov.uk</p> <p>www.worldtravelguide.net</p> <p>www.atoc.org</p> <p>www.internationalairportguide.com</p> <p>www.gtmc.org</p> <p>www.travelgate.co.uk</p> <p>www.travelmole.com</p> <p>www.travelwirenews.com</p> <p>www.abta.com</p> <p>www.itt.co.uk</p> <p>www.nationalrail.co.uk</p>	<p>Business traveller</p> <p>Travel industry and travel agent</p> <p>Travel weekly</p> <p>Department of health</p> <p>Travel guides</p> <p>Association of Train Operating Companies</p> <p>International Airport guide</p> <p>Guild of Travel Management Companies</p> <p>Travel gate</p> <p>Travel news</p> <p>Travel news</p> <p>Association of British travel agents</p> <p>The Institute of Travel and Tourism</p> <p>National rail</p>

Level: 2
Credit value: 6
UAN number: J/601/3183

Unit aim

The aim of this unit is for learners to gain the skills and knowledge needed to plan travel arrangements. A range of sources of information will be used to identify individual services which can be combined to make an itinerary tailored to meet customer's requirements. The learners will also be able to identify additional guidance and advice about a journey and destination to enhance the traveller experience.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the travel planning process
2. Be able to use sources of travel planning information
3. Be able to produce travel plans that meet customer requirements
4. Be able to provide additional information on travel and tourism arrangements

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 225

Outcome 1

Travel planning

Understand the travel planning process

Assessment Criteria

Knowledge

The learner can:

1. describe the travel planning **process**
2. explain **factors** which affect travel planning
3. explain **benefits** of advance travel planning.

Range

Process

Establish needs and wants, investigate possible routings and services, select best options, provide advice

Factors

Time constraints, budget, specific needs, availability of services, customer preferences

Benefits

Cost, choice

Unit 225

Outcome 2

Travel planning

Be able to use sources of travel planning information

Assessment Criteria

Practical skills

The learner can:

1. locate travel and tourism **information** using reference **sources**
2. interpret **abbreviation codes** used in travel planning.

Knowledge

The learner can:

1. identify potential **sources** of travel planning information
2. explain the **importance** of **abbreviation codes**.

Range

Information

Transportation, routes, timings, costs, facilities, accommodation, destination features

Sources

Timetables, brochures, leaflets, internet websites, manuals, guidebooks, atlases, local maps

Abbreviation codes

Company, airport, city, aircraft, facility

Unit 225

Outcome 3

Travel planning

Be able to produce travel plans that meet customer requirements

Assessment Criteria

Practical skills

The learner can:

1. identify **customer requirements** using effective questioning
2. research options that meet **customer requirements**
3. create travel itineraries that meet **customer requirements**.

Knowledge

The learner can:

1. identify **components** of travel and tourism itineraries
2. explain the importance of offering alternative travel and tourism arrangements
3. explain the importance of comparing alternatives prior to presenting travel itineraries to customers
4. identify additional factors to consider when recommending travel itineraries.

Range

Customer

Leisure traveller, business traveller, overseas visitor, family, senior citizen, specific needs, groups

Requirements

Budget, departure/journey time, convenience, preference

Components

Transportation, (air, road, rail, sea), accommodation, activities

Unit 225

Outcome 4

Travel planning

Be able to provide additional information on travel and tourism arrangements

Assessment Criteria

Practical skills

The learner can:

1. provide additional travel and tourism information to customers.

Knowledge

The learner can:

1. identify **additional information** relating to transport arrangements required by customers
2. identify **destination information** which may be of benefit to customers
3. describe how to present information on travel and tourism arrangements to customers.

Range

Information

Security procedures, restrictions, check-in/journey times, documentation required, facilities

Destination information

Location of key buildings/facilities, visitor attractions, currency, climate, culture/customs

Unit 225 Travel planning

Notes for guidance

Suggested good practice

Learners studying this unit are likely to have an interest either in a career in the travel and tourism industry or an interest in travelling themselves and, in either case, should be aware of the benefits of careful planning and research in making the most effective travel plans.

Knowledge of a wide range of source material and the ability to compare and combine elements of a journey to best meet travellers' needs are the key to success in the unit. The most obvious suggestion may not be the best alternative – there may be a new service which can be identified by research which would improve the itinerary planned. Access to the internet will make a wide range of information readily available and familiarity with both road and travel atlases will support awareness of alternative routes.

Journeys may range from domestic to international. When recommending a proposed itinerary, it is important to recognise that every traveller may not have the same priorities.

Study of the variety of arrangements available to suit types of traveller such as the business traveller, family, or student on a budget may best be approached with the use of case studies. This will show how requirements can be met by considering different forms of transport, journey times, costs, and levels of comfort.

A useful activity would be to suggest that learners plan a journey for their own potential gap year, looking at routes, choices of accommodation and transport, and the information they would need to be prepared for the trip.

Guest speakers from retail and business travel may be helpful to add examples of itineraries from real situations, and learners and teachers are encouraged to discuss their own travel experiences to give more detailed information about different journeys.

Where day or residential visits are planned, practical involvement in planning the journey and visit arrangements can be beneficial in raising awareness of the implications of each mode of transport and element considered.

Resources

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

Resource	Title/How to access	
Books	Columbus World Travel Atlas OAG Flight Guide OAG Flight Atlas World Travel Guide Syrratt, G (2003) Manual of Travel Agency Practice 3rd edition, Elsevier	
Periodicals and other publications	Rail timetables National Express Coaches manual/leaflets Local Bus/Coach time tables AA and RAC member manuals Car Hire brochures and leaflets Restaurant guides and promotional leaflets Hotel guides and promotional leaflets Tourist Information Centres (TIC) Tourist Board promotional materials	
CD/DVD	OAG Travel Planner OAG Flight Planner	
Websites	www.worldtravelguide.net www.gazetteers.com www.airportguide.com www.nationalexpress.com www.transportdirect.info www.trainline.com www.ferrybooked.com www.stenaline.co.uk www.avis.co.uk www.herz.co.uk www.tripadvisor.co.uk www.visitbritain.co.uk www.britainexpress.com www.multimap.com www.theaa.com www.rac.co.uk	World Travel Guide Travel Gazetteers Airport Guide National Express Transport Direct Train enquiries Brittany Ferries Stena Line Ferries International car hire International car hire Trip Advisor UK information UK accommodation and heritage website Multimap Automobile Association Royal Automobile Club

Unit 227

Principles of customer service in hospitality, leisure, travel and tourism

Level: 2
Credit value: 1
UAN number: T/600/1059

Unit aim

To meet the requirements of the Hospitality, Leisure, Travel and Tourism sector in providing staff who engage with internal and external customers with introductory knowledge in customer service.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries
3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body (if required, otherwise omit)

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by a short-answer question paper.

Unit 227 Principles of customer service in hospitality, leisure, travel and tourism

Outcome 1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries

Assessment Criteria

Knowledge

The learner can:

1. describe the **role of the organisation** in relation to customer service
2. identify the characteristics and benefits of **excellent customer service**
3. give examples of internal and external customers in the industries
4. describe the importance of **product knowledge** and sales to organisational success
5. describe the importance of **organisational procedures** for customer service.

Range

Role of the organisation

Setting the service offer, monitoring, evaluating and improving standards based on customer feedback, analysis of records, complaints and comment cards, complying with industry codes of practice and legislation including Health and Safety at Work Act, Data Protection Act, Equal opportunities - Disability Discrimination Act, Sex Discrimination Act, Race Relations Act, Consumer legislation - Sale of Goods Act, Supply of Goods and Services Act, Unsolicited Goods and Services Act, Trade Descriptions Act, Consumer Protection Act, Consumer Credit Act and the Consumer Protection Regulations

Excellent customer service

Meeting and exceeding customer expectations, knowing key benefits/features of an organisation's services and products, actively listening to the customer, being professional, friendly and polite, encouraging customer loyalty and retention, building a relationship with customers, ensuring customers pass on positive feedback to others

Product knowledge

Provide relevant product information to the customer to help them make a decision or answer any questions, explain products to the customer to give a professional impression and increase trust with the customer, cross-sell and up-sell, match the customer's needs with the correct product specification, increase referrals/repeat business/ increase sales

Organisational procedures

Service standards, feedback systems, complaints procedures, emergency procedures

Unit 227 Principles of customer service in hospitality, leisure, travel and tourism

Outcome 2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

Assessment Criteria

Knowledge

The learner can:

1. identify the **benefits** of excellent customer service for the individual
2. describe the importance of positive attitude, behaviour and motivation in providing excellent customer service
3. describe the importance of **personal presentation** within the industries
4. explain the importance of using appropriate **types of communication**
5. describe the importance of **effective listening skills**.

Range

Benefits

Recognition within the organisation, motivation, engaging/building relationships with customers makes the interaction more satisfying, job satisfaction, financial rewards or incentives, receiving compliments, increased sales, improved career prospects, positive performance review

Personal presentation

Create a good first impression, follow relevant dress codes, personal hygiene, verbal and body language, approach and attitude, behaviour

Types of communication

Face-to-face – includes eye contact and active listening, written communication includes letter, email, memos and reports, telephone communication

Effective listening skills

Paraphrasing, clarifying, probing, verifying and summarising

Unit 227 Principles of customer service in hospitality, leisure, travel and tourism

Outcome 3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

Assessment Criteria

Knowledge

The learner can:

1. identify what is meant by **customer needs** and **expectations** in the industries
2. identify the importance of anticipating and responding to varying **customers' needs** and **expectations**
3. describe the **factors** that influence the customers' choice of products and services
4. describe the importance of meeting and exceeding customer **expectations**
5. describe the importance of **dealing with complaints** in a positive manner
6. explain the importance of **complaint handling procedures**.

Range

Customer needs

Information eg directions, facilities, price, availability, health, safety and security, assistance eg for parents, those with disabilities, level of service eg that timescales are met, promises kept, value for money, quality presentation, specific needs, products and services eg customers' expectations, identification of needs, knowledge of products and services

Expectations

Level of service, value for money, hygiene and health and safety, luxury factor

Factors

Price, value for money, reputation/brand, past experience and recommendation

Complaints

Price-value, quality, speed of service/deliver, level of service, poor staff attitude, breakdown

Dealing with complaints

Keeping calm, empathise with customer, keep customer informed, arriving at a mutually acceptable solution, follow up with customer and/or with staff

Complaint handling procedure

Acknowledging the complaint, apologising for inconvenience, prompt attention to situation, identifying questions to answer, investigate the complaint, identifying problems to resolve

Level: 3
Credit value: 8
UAN number: L/601/3346

Unit aim

The aim of this unit is to provide learners with an understanding of the knowledge and skills that are required to act as a tour guide. The role is vital to both the domestic tourism industry and for guided tours overseas in assisting in the interpretation of the history and culture of the area. It supports the development of the skills required when responsible for coordinating and leading groups of people around tourist sites or places of interest.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to plan guided tours
2. Be able to conduct guided tours
3. Be able to evaluate guided tours

Guided learning hours

It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 319

Outcome 1

Planning and delivering guided tours

Be able to plan guided tours

Assessment Criteria

Practical skills

The learner can:

1. plan and develop guided tours
2. produce commentaries for guided tours.

Knowledge

The learner can:

1. outline the **components** of a successful tour
2. explain **reasons** for gaining the co-operation of information providers
3. explain **constraints** on information which may be given in a commentary
4. explain the importance of contextualising and adapting information to meet different **customer requirements**
5. explain the difference between a **fixed route commentary** and an **interpretative commentary**
6. explain the importance of using feedback to assist in the planning and development of an **interpretative commentary**
7. explain the importance of having plans that can be adapted to suit **customer needs and local conditions**.

Range

Components

Route, commentary, group cohesion, audibility

Reasons

Copyright, goodwill, currency of information

Constraints

Sensitive information, confidential addresses or locations, security details of a site, legal, organisational

Customer requirements

Background, level of interest and expectations

Fixed route commentary

A route that follows given directions at all times, this can be within a facility, urban, rural or seaside area.

Interpretative commentary

The information to be given to customers on a guided tour of an individual site, geographical area or a particular subject

Customer needs and local conditions

Age, gender, culture, weather conditions, location

Unit 319

Outcome 2

Planning and delivering guided tours

Be able to conduct guided tours

Assessment Criteria

Practical skills

The learner can:

1. undertake risk assessments of the tour route
2. conduct guided tours ensuring the **health and safety** of groups
3. deliver commentaries to groups.

Knowledge

The learner can:

1. explain the importance of undertaking risk assessments of proposed tours
2. describe the courses of action to take in the event of an emergency or problem arising during guided tours
3. outline the **health and safety** information that should be given to groups before a tour
4. explain the importance of briefing groups on local **issues** relevant to the tour
5. explain the importance of giving customers **onward information** for the end of the tour
6. explain the effects of **legislation or organisational procedures** on guided tours.

Range

Health and safety

Emergency procedures, safety hazards and potential risks en-route, personal safety, security of personal belongings, clothing and footwear

Issues

Cultural, social, environmental

Onward information

Where the customers bus/coach will be to pick them up, times of local transport, methods of moving around the rest of the site, the duration of the tour for transport connections

Legislation or organisational procedures

Equal Opportunities, Human Rights, Trades Description, DDA, RRA, Fair Trading, Individual organisational procedures (e.g. National Trust)

Unit 319
Outcome 3

Planning and delivering guided tours
Be able to evaluate guided tours

Assessment Criteria

Practical skills

The learner can:

1. analyse customer feedback
2. evaluate the effectiveness of guided tours.

Knowledge

The learner can:

1. describe how to set success indicators for commentaries and tours
2. explain **methods** that can be used to collect feedback on tour commentaries
3. describe how to analyse **feedback**
4. explain the importance of self-evaluation
5. explain why feedback may be useful to **others**.

Range

Methods

Written, oral and self evaluation

Feedback

Customer, peer, self-evaluation

Others

Manager, other guides

Unit 319 Planning and delivering guided tours

Notes for guidance

Suggested good practice

It should be recognised that those working towards the tour guiding unit may not have any personal experience of leading groups of people or delivering presentations in a variety of settings. It is vital therefore, that learners are given exposure to this activity as often as possible. It may take the form of leading their peers on local walks, prospective or new learners around at open events within the centre, showing visitors around the site, on day visits where a commentary on the route may be given as well as formally leading groups at sites or geographical locations to deliver with a given commentary or one that has been researched by the learner. It is also of benefit to learners to observe the practices of a professional and experienced guide in several settings, outdoors as well as indoors.

It is important that learners undertake the role of a tour guide; this can be as a role-play or as a simulation. The tour commentary can be undertaken on a day visit to an attraction, or during a residential activity.

Practical work experience will be of benefit to the candidates to demonstrate their abilities and skills in a real life environment, building their confidence. The development of presentation skills can be undertaken should be developed within their learning environment.

It is suggested that all learners lead at least one group of people with a commentary before they undertake the formal assessment for this unit.

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:

Resource	Title/How to access
Books	<ul style="list-style-type: none">• Burton, Jon & Lisa Interpersonal skills for Travel and Tourism, Longman• Clark, M Interpersonal skills for Hospitality Management, Thomson Learning• DFEE (1998) Working in Tourism and Leisure, DFEE• Columbus Travel Media World Travel Guide
Periodicals and other publications	<ul style="list-style-type: none">• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin)• Holiday brochures• DG & G Guides• Local and regional guidebooks• Newspapers• BBC Learning Zone often shows programmes regarding communication skills
Websites	<ul style="list-style-type: none">• www.itg.org.uk Institute of tour guiding• www.aptg.org.uk Association of tour guiding• www.tourguides.co.uk Tour guides Ltd• www.springboarduk.org Springboard UK• www.bbc.co.uk/education/lzone BBC Learning Zone• Local, regional and national tourism websites

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the:

- Level 2 Diploma in Travel and Tourism (4872)

NQF units		QCF units	
Unit Number/Title		Unit Number/Title	
201	Worldwide travel and tourism destinations	201	Worldwide travel and tourism destinations
205	UK travel and tourism destinations	205	UK travel and tourism destinations
210	Additional travel and tourism services	210	Travel and tourism support services
212	Air fares and ticketing	212	Air fares and ticketing
220	Introduction to business travel practices	220	Business travel planning

Appendix 2 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.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

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

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for Evolve assessments.

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www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, Evolve, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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