Level 3 Certificate in Travel Services (Technical Certificate) (4876-38)

Qualification handbook for centres

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Level 3 Certificate in Travel Services (Technical Certificate) (4876-38)

Qualification handbook for centres

Qualification title	GLH	TQT	Number	QAN
Level 3 Certificate in Travel Services (Technical Certificate)	191	220	4876-38	500/9738/6

Version and date	Change detail	Section
1.1 July 2014	Removed references to Exodus Travel	Units
2.0 September 2014	Removed Unit 343	Throughout the handbook
3.0 September 2015	Removed units not part of the 4876-25 rules of combination	Qualification Structure, Assessment, Units
3.1 September 2017	GLH and TQT added QCF removed	Structure Appendix 1

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Contents

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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
Level 3 Certificate in Travel Services (Technical Certificate)	4876-38	500/9738/6

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 3 Certificate in Travel Services - Leisure and Business**, learners must achieve **15** credits from the mandatory unit, and a minimum of **7** credits must be achieved from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/601/3371	Unit 301	Worldwide travel and tourism destinations	15
Optional			
J/601/3183	Unit 225	Travel planning	5
M/601/3372	Unit 306	Travel insurance	3
J/601/3328	Unit 309	Special interest holidays and independent travel	7
A/601/3374	Unit 310	Arranging business travel	10
K/601/3340	Unit 312	Travel and tourism destinations - England	5
M/601/3341	Unit 313	Travel and tourism destinations - Scotland	4
T/601/3342	Unit 314	Travel and tourism destinations -Ireland	4
A/601/3343	Unit 315	Travel and tourism destinations - Wales	4
L/600/1066	Unit 344	Principles of supervising customer service performance in hospitality, leisure, travel and tourism	2

To achieve the **Level 3 Certificate in Travel Services – Head Office**, learners must achieve **15** credits from the mandatory unit, and a minimum of **7** credits must be achieved from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/601/3371	Unit 301	Worldwide travel and tourism destinations	15
Optional			
J/601/3183	Unit 225	Travel planning	5
H/601/3319	Unit 304	Principles of marketing for travel and tourism	8
M/601/3372	Unit 306	Travel insurance	3
Y/601/3320	Unit 308	Development of tour operators' products and services	8
J/601/3328	Unit 309	Special interest holidays and independent travel	7
L/600/1066	Unit 344	Principles of supervising customer service performance in hospitality, leisure, travel and tourism	2

To achieve the **Level 3 Certificate in Travel Services – Field Staff**, learners must achieve **15** credits from the mandatory unit, and a minimum of **8** credits must be achieved from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/601/3371	Unit 301	Worldwide travel and tourism destinations	15
Optional			
H/601/3319	Unit 304	Principles of marketing for travel and tourism	8
Y/601/3320	Unit 308	Development of tour operators' products and services	8
L/601/3346	Unit 319	Planning and delivering guided tours	8
L/600/1066	Unit 344	Principles of supervising customer service performance in hospitality, leisure, travel and tourism	2

1.2   Opportunities for progression

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

- Level 3 NVQ Diploma in Travel Services
- Level 3 NVQ Certificate in Tourism Services

1.3   Qualification support materials

City & Guilds also provides the following publications and resources specifically 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**

Total Qualification Time

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

Title and level	GLH	TQT
Level 3 Certificate in Travel Services (Technical Certificate)	191	220

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 3 Award/ Subsidiary Certificate/ Extended Certificate in Travel and Tourism/ Diploma/ Extended Diploma for Travel and Tourism Professionals (4976) will receive automatic approval for the Level 3 Certificate in Travel Services (Technical Certificate) 4876-38.

Centres already offering City & Guilds qualifications in this subject area

If your Centre is approved to offer Level 2 qualifications 4876/4976 you can apply for the Level 3 Certificate in Travel Services (Technical Certificate) 4876-38 by using the fast track approval form, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

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 [e.g. 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, e.g. 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
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
301	Worldwide travel and tourism destinations	City & Guilds EVOLVE Online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on EVOLVE.
304	Principles of marketing for travel and tourism	Assignment 4876-304 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
306	Travel insurance	City & Guilds EVOLVE Online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on EVOLVE.
308	Development of tour operators' products and services	Assignment 4876-308 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
309	Special interest holidays and independent travel	Assignment 4876-309 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
310	Arranging business travel	Assignment 4876-310 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set and marked assignment and externally verified.	Assessment pack Download from: www.cityandguilds.com
312	Travel and tourism destinations - England	City & Guilds 312 EVOLVE Online multiple choice test **or** City and Guilds 399 EVOLVE Online multiple choice test For test specification section 3.2 The assessment covers all of the knowledge outcomes.	Examinations provided on EVOLVE.
313	Travel and tourism destinations - Scotland	City & Guilds 312 EVOLVE Online multiple choice test **or** City and Guilds 399 EVOLVE Online multiple choice test For test specification section 3.2 The assessment covers all of the knowledge outcomes.	Examinations provided on EVOLVE.
314	Travel and tourism destinations - Ireland	City & Guilds 312 EVOLVE Online multiple choice test **or** City and Guilds 399 EVOLVE Online multiple choice test For test specification section 3.2 The assessment covers all of the knowledge outcomes.	Examinations provided on EVOLVE.

Unit No.	Title	Assessment Method	Where to obtain assessment materials
315	Travel and tourism destinations - Wales	City & Guilds 312 EVOLVE Online multiple choice test **or** City and Guilds 399 EVOLVE Online multiple choice test For test specification section 3.2 The assessment covers all of the knowledge outcomes.	Examinations provided on EVOLVE.
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
344	Principles in supervising customer service in hospitality, leisure, travel and tourism	Assignment 4876-344 Short answer questions	Assessment pack Download from: www.cityandguilds.com

4.2 Test specifications

The test specifications for the units and qualifications are below:

Unit 301: Worldwide travel and tourism destinations
Duration: 105 mins

Unit number	Outcome	No. of questions	%
301	1 Understand the principles affecting product planning to worldwide destinations	2	2
	2 Understand Europe as a tourist destination	12	20
	3 Understand the Americas as a tourist destination	12	20
	4 Understand Africa as a tourist destination	11	19
	5 Understand Australasia and Oceania as a tourist destination	12	20
	6 Understand Asia as a tourist destination	11	19
	Total	60	100

Unit 306: Travel insurance
Duration: 90 mins

Unit number	Outcome	No. of questions	%
	1 Understand key features of travel insurance	12	35
	2 Understand insurance policies	5	10
	3 Understand the cover offered by specialist travel insurance	4	10
	4 Understand information required before issuing a travel insurance policy	12	27
	5 Be able to calculate premiums for specialist travel insurance	7	18
	Total	40	100

Unit 312: Travel and tourism destinations - England
Duration: 75 mins

Unit number	Outcome	No. of questions	%
312	1 Understand the principles affecting product management for destinations in England	3	8
	2 Understand England as a tourist destination	37	92
	Total	40	100

Unit 313: Travel and tourism destinations - Scotland
Duration: 75 mins

Unit number	Outcome	No. of questions	%
313	1 Understand the principles affecting product management for destinations in Scotland	3	8
	2 Understand Scotland as a tourist destination	37	92
	Total	40	100

Unit 314: Travel and tourism destinations - Ireland
Duration: 75 mins

Unit number	Outcome	No. of questions	%
314	1 Understand the principles affecting product management for destinations in Ireland	3	8
	2 Understand Ireland as a tourist destination	37	92
	Total	40	100

Unit 315: Travel and tourism destinations - Wales
Duration: 75 mins

Unit number	Outcome	No. of questions	%
315	1 Understand the principles affecting product management for destinations in Wales	3	8
	2 Understand Wales as a tourist destination	37	92
	Total	40	100

Unit 399:   Travel and tourism destinations - UK
Duration: 90 mins

Unit number	Outcome	No. of questions	%
399	1 Understand the principles affecting product management for destinations in the UK	4	7
	2 Understand the UK as a tourist destination	56	93
	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 these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 225　　　Travel planning

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 Travel planning

Outcome 1 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 Travel planning

Outcome 2 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   Travel planning

Outcome 3   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   Travel planning

Outcome 4   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 Syratt, 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**	**World Travel Guide**
	www.gazetteers.com	Travel Gazetteers
	www.airportguide.com	Airport Guide
	www.nationalexpress.com	National Express
	www.transportdirect.info	Transport Direct
	www.trainline.com	Train enquiries
	www.ferrybooked.com	Brittany Ferries
	www.stenaline.co.uk	Stena Line Ferries
	www.avis.co.uk	International car hire
	www.herz.co.uk	International car hire
	www.tripadvisor.co.uk	Trip Advisor
	www.visitbritain.co.uk	UK information
	www.britainexpress.com	UK accommodation and heritage website
	www.multimap.com	Multimap
	www.theaa.com	Automobile Association
	www.rac.co.uk	Royal Automobile Club

Unit 301 Worldwide travel and tourism destinations

Level: 3
Credit value: 15
UAN number: K/601/3371

Unit aim

The aim of this unit is to develop the candidate's knowledge and skills so they can locate important tourist destinations worldwide, and interpret information needed for travel.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:
1. Understand the principles affecting product planning to worldwide destinations
2. Understand Europe as a tourist destination
3. Understand the Americas as a tourist destination
4. Understand Africa and the Middle East as a tourist destination
5. Understand Australasia and Oceania as a tourist destination
6. Understand Asia as a tourist destination

Guided learning hours

It is recommended that **141** 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 multiple choice online test. **Candidates are permitted to take any reference material into the exam.**

Unit 301   Worldwide travel and tourism destinations

Outcome 1   Understand the principles affecting product planning to worldwide destinations

Assessment Criteria
Knowledge
The learner can:
1. explain the tourism destination **life cycle**
2. explain how **trends** of tourist visits impact on destination product planning.

Range
Lifecycle
Exploration, involvement, development, consideration, stagnation, decline/rejuvenation
Discovery, launch, stagnation, decline

Trends
Increase domestic tourism, eco-tourism, adventure tourism, increase incoming tourism, cultural tourism, heritage tourism, event tourism

Unit 301 Worldwide travel and tourism destinations
Outcome 2 Understand Europe as a tourist destination

Assessment Criteria
Practical skills
The learner can:
1. locate **tourist destinations** and **regions**
2. locate tourist **attractions**.

Knowledge
The learner can:
1. describe the type of visitor the main tourist **attractions** attract
2. describe the main **physical features**
3. outline **essential tourist information** for **European countries**
4. explain the **benefits and limitations** of **European destinations** in relation to customer needs
5. identify major **transport routes** from the UK.

Range
Tourist destinations
Countries, states, capitals, cities, tourist resorts/centres, winter sport and summer sport destinations, special interest

Regions
Landscape, climatic (weather, temperature, rainfall, sunshine, altitude) political

Attractions
Natural, man-made to include coastal, historic, cultural (customs, religious, arts and entertainment), rural, urban, wildlife, special events

Physical features
Oceans, seas, mountains, mountain ranges, rivers, lakes, falls, plains and deserts

Essential tourist Information
Currencies, costs of living, health, languages, time zones, food

European countries/destinations
Northern Europe (Denmark, Finland, Iceland, Ireland, Norway, Sweden, United Kingdom)

Western Europe (Austria, Belgium, France, Germany, Liechtenstein, Luxembourg, Monaco, Netherlands, Switzerland)

Central/Eastern Europe (Armenia, Azerbaijan, Belarus, Bulgaria, Czech Republic, Estonia, Former USSR, Georgia, Hungary, Kazakhstan, Latvia, Lithuania, Poland, Rep Moldova, Romania, Russian Federation, Slovakia, Tajikistan, Turkmenistan, Ukraine, Uzbekistan)

Southern Europe (Albania, Andorra, Bosnia Herzg, Croatia, Federal Yugoslavian Republic Macedonia, Greece, Italy, Malta, Portugal, San Marino, Serbia & Montenegro, Slovenia, Spain)

Eastern Mediterranean Europe (Cyprus, Israel, Turkey)
Benefits and limitations
In terms of cost, accessibility, facilities

Transport routes
Land, sea, waterways, air, gateways

Unit 301   Worldwide travel and tourism destinations

Outcome 3   Understand the Americas as a tourist destination

Assessment Criteria

Practical skills

The learner can:

1. locate **tourist destinations** and **regions**
2. locate tourist **attractions**

Knowledge

The learner can:

1. describe the type of visitor the main tourist **attractions** attract
2. describe the main **physical features**
3. outline **essential tourist information** for countries in the **Americas**
4. explain the **benefits and limitations** of destinations in the **Americas**
5. identify major **transport routes** from the UK.

Range

Tourist destinations

Countries, states, capitals, cities, tourist resorts/centres, winter sport and summer sport destinations, special interest

Regions

Landscape, climatic (weather, temperature, rainfall, sunshine, altitude) political

Attractions

Natural, man-made to include coastal, historic, cultural (customs, religious, arts and entertainment), rural, urban, wildlife, special events

Physical features

Oceans, seas, mountains, mountain ranges, rivers, lakes, falls, plains and deserts

Essential tourist Information

Currencies, costs, health, languages, time zones, food

Americas

North America (United States of America including all states but candidates should concentrate on the major destinations such as Florida, California, New York, Pacific Islands, Las Vegas

Canada including all states but concentrating on the major destinations in Eastern Canada – Ontario and Quebec, and Western Canada – British Columbia and Alberta)

Mexico & Caribbean (Mexico, Anguilla, Antigua & Barbuda, Aruba, Bahamas (Islands of), Barbados, Belize, Bermuda, Bonaire, British Virgin Islands, Cancun/Riviera Maya/Cozumel (Mexican Caribbean), Cayman Islands, Cuba, Curacao, Dominica, Dominican Republic, Grenada, Guadeloupe, Haiti, Jamaica, Martinique, Montserrat, Puerto Rico, St. Barthelemy, St. Kitts & Nevis, St. Lucia, St. Maarten, St. Vincent and the Grenadines, Trinidad & Tobago, Turks and Caicos, US Virgin Islands)

Central (Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama)

South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Uruguay, Venezuela, Suriname)

Benefits and limitations

In terms of cost, customer needs, accessibility, facilities

Transport routes

Land, sea, waterways, air, gateways

Unit 301 Worldwide travel and tourism destinations

Outcome 4 Understand Africa and the Middle East as a tourist destination

Assessment Criteria
Practical skills
The learner can:
1. locate **tourist destinations** and **regions**
2. locate tourist **attractions**

Knowledge
The learner can:
1. describe the type of visitor the main tourist **attractions** attract
2. describe the main **physical features**
3. outline **essential tourist information** for countries in **Africa and the Middle East**
4. explain the **benefits and limitations** of destinations for countries in **Africa and the Middle East**
5. identify major **transport routes** from the UK.

Range
Tourist destinations
Countries, states, capitals, cities, tourist resorts/centres, winter sport and summer sport destinations, special interest

Regions
Landscape, climatic (weather, temperature, rainfall, sunshine, altitude) political

Attractions
Natural, man-made to include coastal, historic, cultural (customs, religious, arts and entertainment), rural, urban, wildlife, special events

Physical features
Oceans, seas, mountains, mountain ranges, rivers, lakes, falls, plains and deserts

Essential tourist Information
Currencies, costs, health, languages, time zones, food

Africa and Middle East
Bordering the Mediterranean (Egypt, North African Coast -Tunisia, Algeria, Morocco, Libya, Syria)

Middle East (Bahrain, Iraq, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, United Arab Emirates, Yemen)

Africa (All African countries except those bordering the coast of the Mediterranean and the heart of the Sahara desert. Candidates should concentrate on the following destinations

West Africa (Benin, Burkina Fasa, Cape Verde, Ivory Coast, Gambia, Ghana, Guinea, Guinea-Bissau, Mali, Mauritania, Nigeria, Senegal, Sierra Leone, Togo)

Central Africa (AnEvolve, Cameroon, Central Africa Republic, Chad, Congo, Democratic Republic of Congo, Gabon)

East Africa (Burundi, Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Mauritius, Reunion, Rwanda, Seychelles, Tanzania, Uganda, Zambia, Zimbabwe)

South Africa (Botswana, Lesotho, Namibia, South Africa, Swaziland)

Benefits and limitations
In terms of cost, customer needs, accessibility, facilities

Transport routes
Land, sea, waterways, air, gateways

Unit 301 Worldwide travel and tourism destinations

Outcome 5 Understand Australasia and Oceania as a tourist destination

Assessment Criteria

Practical skills

The learner can:

1. locate **tourist destinations** and **regions**
2. locate tourist **attractions**

Knowledge

The learner can:

1. describe the type of visitor the main tourist **attractions** attract
2. describe the main **physical features**
3. outline **essential tourist information** for countries in **Australasia and Oceania**
4. explain the **benefits and limitations** of destinations in **Australasia and Oceania**
5. identify major **transport routes** from the UK.

Range

Tourist destinations

Countries, states, capitals, cities, tourist resorts/centres, winter sport and summer sport destinations, special interest

Regions

Landscape, climatic (weather, temperature, rainfall, sunshine, altitude) political

Attractions

Natural, man-made to include coastal, historic, cultural (customs, religious, arts and entertainment), rural, urban, wildlife, special events

Physical features

Oceans, seas, mountains, mountain ranges, rivers, lakes, falls, plains and deserts

Essential tourist Information

Currencies, costs, health, languages, time zones, food

Australasia and Oceania

Australasia (Australia and New Zealand)

Pacific Islands

Hawaiian islands (Kauai, Oahu, Maui, Hawaii, Molokai, Lanai, Niihau, Kahoolawe)

Micronesia (Guam, Kiribati, Marshall Islands, Federated States of Micronesia, Palau)

Melanesia (Papua New Guinea, Solomon Islands, Vanuatu, New Caledonia, Fiji, Vanuatau)

Polynesia (Cook Islands, French Polynesia, Easter Islands, Galapagos, Tuvalu, Tokelau, Samoa, Niue, Tonga, Society Islands, Tuamotu, Tubuai)

Benefits and limitations

In terms of cost, customer needs, accessibility, facilities

Transport routes

Land, sea, waterways, air, gateways

Unit 301   Worldwide travel and tourism destinations
Outcome 6   Understand Asia as a tourist destination

Assessment Criteria
Practical skills
The learner can:
1. locate **tourist destinations** and **regions**
2. locate tourist **attractions**

Knowledge
The learner can:
1. describe the type of visitor the main tourist **attractions** attract
2. describe the main **physical features**
3. outline essential **tourist information** for countries in **Asia**
4. explain the **benefits and limitations** of destinations in **Asia**
5. identify major **transport routes** from the UK.

Range
Tourist destinations
Countries, states, capitals, cities, tourist resorts/centres, winter sport and summer sport destinations, special interest

Regions
Landscape, climatic (weather, temperature, rainfall, sunshine, altitude) political

Attractions
Natural, man-made to include coastal, historic, cultural (customs, religious, arts and entertainment), rural, urban, wildlife, special events

Physical features
Oceans, seas, mountains, mountain ranges, rivers, lakes, falls, plains and deserts

Essential tourist Information
Currencies, costs, health, languages, time zones, food

Asia
South East Asia (Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam)

North East Asia (Japan, China, Hong Kong, Macau, Taiwan, South Korea, North Korea, Mongolia)

South Asia (Bangladesh, Bhutan, India, Iran, Maldives, Nepal, Pakistan, Sri Lanka)

Benefits and limitations
In terms of cost, customer needs, accessibility, facilities

Transport routes
Land, sea, waterways, air, gateways

Unit 301 Worldwide travel and tourism destinations

Notes for guidance

Suggested good practice

It should be recognised that those working towards Travel Destinations at Level 3 are likely to come from a variety of backgrounds and have different knowledge of the subject. Whereas at Level 2 it is only reasonable to expect the candidate to locate and provide information on destinations, at Level 3 we expect them to analyse information and provide supportive information on travel and tourism destinations worldwide. It is therefore expected that the candidate will have completed some prior learning. The key to understanding this is to be able to find information and interpret it from the various sources that are available. Candidates are expected to research information and provide simple analysis of destinations worldwide, providing effective comparisons between the various destinations.

The unit has not been designed to assess basic geographical features such as geographical terms, continents and the location of oceans and seas. It was felt that these areas have been covered extensively at Level 1 and 2 and therefore are not covered within the unit. If candidates are studying this unit without having studied travel and tourism destinations at a lower level then it may be necessary for assessors to provide some additional underpinning knowledge. For example, the location of oceans and seas can be taught in relation to the location of the major tourist destinations.

Unlike the Level 1 and 2 units of the same title, this unit is broken down into regional travel and tourism destinations, as specified by the World Tourism Organisation (WTO). It is recommended that candidates study each region in turn (although the order in which this will be done is entirely up to assessors). Although candidates studying this unit are expected to have a basic knowledge of travel and tourism destinations in the UK, it is recommended that candidates wishing to gain a more in depth knowledge should study the unit on UK travel and tourism destinations. The WTO website is also a good starting point for information on trends and statistics relating to various destinations.

The unit should be delivered in an interactive format encouraging the candidate to practice using the world travel atlas and other manuals to source the answers as much as possible. Candidates should be encouraged to examine visual references of destinations and their features. These should include the usual methods such as travel atlases and maps, and also videos, photographs and pictures of destinations and attractions (as used in brochures and guidebooks). For example, candidates should be able to associate pictures of attractions (i.e. the Pyramids) with countries (i.e. Egypt).

Unlike at previous levels, range statements included within this unit are not definitive lists. Instead, it is expected that candidates should have an excellent knowledge of worldwide travel and tourism destinations. This will allow tutors to teach a variety of destinations and offer flexibility in teaching about new and up and coming destinations.

Tutors should concentrate on major destinations as they see fit and teach what they feel is appropriate. For example, for Australia or Canada it would be reasonable for candidates to know the names of all states or territories and major cities and tourist destinations within these. However, candidates will not be expected to remember the capital cities of every country listed or know the names of cities within less popular destinations.

It is not expected that candidates will need to remember every detail about destinations in the UK and Ireland, but rather that candidates should be able to locate information with the use of appropriate support materials. Therefore, at this level, candidates are allowed to enter the test with the support materials they require, although it is recommended that a recent world travel atlas be used as a minimum.

Suggested 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 utilised. Examples of resources which could be used include:

Resource	Title/How to access	
Books	• World Travel Atlas (11th Edition), Columbus Travel Media • Tourist Attractions and Events of the World (3rd Edition), Columbus Travel Media	
Periodicals and other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin) • Selling Long Haul Magazine • Holiday Which • ABTA magazine • Holiday brochures • DG & G Guides • Insights • Leisure Management • Institute of Travel and Tourism Newsletters • The Tourism Society Newsletters • Tourism Concern • Tourism Journal	
Videos	Videos of recent holiday programmes and specific destinations (as produced by tourist offices) will assist learning	
Websites	**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:**	
	www.wto.org	World Tourism Organisation
	www.world-tourism.org	World Tourism Organisation Statistical Service
	www.towd.com	Tourism Offices Worldwide Directory
	www.lonelyplanet.co.uk	Country Information and discussion boards
	www.bugbog.com	Independent destination finder
	www.travel-guide.com	Worldwide destination guide
	www.nationalgeographic.com/travel	Travel guide site
	www.world-guides.com	Destination information
	www.gazetteers.com	DG & G Guides

Unit 304 Principles of marketing for travel and tourism

Level: 3
Credit value: 8
UAN number: H/601/3319

Unit aim

The aim of this unit is to provide the candidate with an understanding of the marketing function in the travel and tourism sector.

There are many opportunities within the industry for specialist marketing staff (although typically these roles are for graduates). However, many other roles require some understanding of the functions and activities of marketing departments, particularly looking at how marketing affects sales, customer service and choices of products and services offered. This is, therefore, an introductory unit to marketing, providing knowledge that will be valuable to a range of roles within the industry, and also will allow learners to decide if they wish to progress to specialise in marketing.

This unit starts by introducing learners to the roles and functions of marketing staff and organisations. Learners look at some of the key concepts of marketing, such as the marketing mix, and consider market segmentation in travel and tourism. They move on to consider market research techniques used in the industry and how these can best be utilised to benefit an organisation.

The unit then looks at the increasingly important use of internet marketing. Learners will consider the impact of the internet on the industry and look at the benefits it offers to customers and travel marketers. Learners then look at pricing, product launch and brand extensions and produce a marketing plan using the knowledge developed throughout this unit.

The practical application of this knowledge will lay firm foundations for further study or employment.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand marketing in the travel and tourism industry
2. Understand how to conduct market research in the travel and tourism industry
3. Understand the impact of internet marketing
4. Be able to develop a marketing plan

Guided learning hours

It is recommended that **58** 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 304 Principles of marketing for travel and tourism

Outcome 1 Understand marketing in the travel and tourism industry

Assessment Criteria

Knowledge

The learner can:

1. explain the function and **practices** of marketing
2. explain the components of the **marketing mix**
3. explain the principle of **market segmentation**
4. identify **market segments** within the travel and tourism sector
5. describe the main **roles** of marketing departments.

Range

Practices

Marketing principles, SWOT, PEST

Marketing mix

4Ps:

- product – new product diffusion curve and product life cycle
- price – price levels and bands; cost plus and demand-led (seasonal) pricing
- promotion – advertising media and their impact; PR; brochures and leaflets; selling and sales promotion; internet
- **place – distribution channels (including e-commerce), location, point of sale merchandising; accessibility**

7Ps (4Ps plus people, process and physical evidence)

Market segmentation/segments

Total market, bases of segmentation (i.e. age, family size and lifestyle, social class and income, geodemographic techniques, behavioural, loyalty status), travel and tourism segmentation by motivational theories

Roles

Sales, product and brand management, advertising, market research, PR, media liaison

Unit 304   Principles of marketing for travel and tourism

Outcome 2   Understand how to conduct market research in the travel and tourism industry

Assessment Criteria

Knowledge

The learner can:

1. explain market research **techniques**
2. explain the importance of market research to understand customer behaviour
3. identify benefits and limitations of different market research **techniques**
4. describe methods of **monitoring** customer behaviour and collecting consumer feedback
5. explain the **use** of market research data for travel and tourism organisations.

Range

Techniques

Sampling principle: basic distinction between random or semi-randomised and purposive (quota) sampling; quantitative and qualitative research; interviews and self-completion questionnaires; strengths and weaknesses of different MR methods; basics of questionnaire design

Monitoring

Value of data on enquiries, bookings, sales of additional products and services, repeat bookings (churn rate)

Use

Product development, improving quality, pricing, raising awareness, customer satisfaction

Unit 304 Principles of marketing for travel and tourism

Outcome 3 Understand the impact of internet marketing

Assessment Criteria

Knowledge

The learner can:

1. explain the **benefits** the internet provides for marketers
2. explain how internet marketing communications **differ** from traditional marketing communications
3. describe **factors** affecting the internet macro-environment
4. explain the **benefits** and **limitations** to travel and tourism organisations of internet marketing.

Range

Benefits

Global reach, costs, measurable results, 24 hour marketing, lead times, personalisation, personal, conversion rates

Differ

Flexibility, costs, accessibility and immediacy, personalisation, segmentation

Factors

Social and ethical factors, privacy, technology, security, website design

Benefits

Price, accessibility and immediacy, comparison shopping

Limitations

Lack of third party help and advice, limited to those who access, less confidence in supplier and the validity of information , choice and competition, comparison shopping

Unit 304   Principles of marketing for travel and tourism

Outcome 4   Be able to develop a marketing plan

Assessment Criteria
Practical skills
The learner can:
1. produce a **marketing plan** for travel and tourism businesses.

Knowledge
The learner can:
1. explain the importance of businesses producing a marketing plan
2. identify the content of a **marketing plan**
3. explain how components of the **marketing mix** influence a marketing plan
4. describe marketing strategies for launching new products or services
5. describe marketing strategies for **extending brands**
6. describe strengths and weaknesses of types of **promotional media**
7. describe **factors** to consider when determining media used for marketing.

Range
Marketing Plan
Business ideas (product features and benefits, novelty and innovation; customer requirements; 'unique selling proposition'; niche or mass market, competitor positioning) potential market (market segments; customer profiles; estimating market size and market share)

Marketing mix
4Ps (product, price, promotion, place) and 7Ps (4Ps plus people, process and physical evidence); *product* - new product diffusion curve and product life cycle; *place* – distribution channels (including e-commerce), location, point of sale merchandising, accessibility

Extending brands
Concept of brand as values and attributes that distinguish products or services; brand extension as application of brand to complementary products or services (e.g. Easy and Virgin)

Promotional media
Advertising (TV, radio, press), brochures, websites, point of sale display, PR

Factors
Cost, availability, access, relevance

Unit 304 Principles of marketing for travel and tourism
Notes for guidance

Suggested good practice
The emphasis of the unit should be on the practical application of marketing principles in the travel and tourism industry. It is designed for learners who are likely to have a limited appreciation of the nature of marketing, how it is organized and the range of activities that comprise the marketing function. For this reason it is designed to provide an overview of marketing and avoids going into any one area in too much detail. However, the impact of the Internet on the industry, by opening up opportunities for direct booking and enabling small specialist organizations to have national and international distribution, is used to enable candidates to gain an insight into the practical application of marketing principles and practice. For this reason, it is important that candidates have adequate access to the Internet and that they acquire the skills needed for advanced searching. This will also contribute to their ability to research the travel and tourism market.

The emphasis throughout should be on examples of marketing practice in the wide range of different types and sizes of organisations that operate in the sector.

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	• Briggs S (2000) Successful Tourism Marketing, Kogan Page
	• Briggs S (2001) Successful Web Marketing for the Tourism and Leisure Sectors, Kogan Page
	• Hiam A (2004) Marketing for Dummies, John Wiley & Sons
	• Ali M (2001) Essential Managers: Marketing Effectively, Dorling Kindersley
	• Forsyth P (2003) Marketing Stripped Bare: An Insider's Guide to the Secret Rules, Kogan Page
	• Lancaster G & Reynolds P (1999) Introduction to Marketing (Marketing in Action Series) Kogan Page
	• Morgan N and Pritchard A (2000) Advertising in Tourism and Leisure Butterworth-Heinemann
	• O'Sullivan T & Hill (2003) T Foundation Marketing 3rd edition FT/Prentice Hall
	• O'Sullivan T & Hill (2004) CIM Companion: Introductory Certificate in Marketing, Chartered Institute of Marketing
	• Middleton V (2009) Marketing in Travel and Tourism, Butterworth-Heinemann
	• Kotler P, Bowen J & Makens J (2005) Marketing for Hospitality and Tourism, Prentice-Hall
Journals and Industry Publications	• Journal of Travel and Tourism Marketing – Routledge
	• Travel Weekly
	• TTG

Websites	www.bized.ac.uk	Bized support
	www.jisc.ac.uk	Resource Guide for Hospitality, Leisure, Sport and Tourism
	www.nottingham.ac.uk/ttri/	Nottingham University Christel DeHaan Tourism and Travel Research Institute

Unit 306 Travel insurance

Level: 3
Credit value: 3
UAN number: M/601/3372

Unit aim

The aim of this unit is to provide the candidate with a comprehensive knowledge of travel insurance.

Learning outcomes

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

1. Understand key features of travel insurance
2. Understand insurance policies
3. Understand the cover offered by specialist travel insurance
4. Understand information required before issuing a travel insurance policy
5. Be able to calculate premiums for specialist travel insurance

Guided learning hours

It is recommended that **20** 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 test. **Candidates are permitted to take any resource material into the exam.**

Unit 306 Travel insurance

Outcome 1 Understand key features of travel insurance

Assessment Criteria
Knowledge
The learner can:
1. identify the **roles** of people involved in dealing with travel insurance
2. identify the role of different **insurance bodies**
3. explain the meaning of complex insurance **terminology**
4. explain the meaning of different **legal** and **medical** travel insurance terms
5. explain different insurance **qualifications** available worldwide.

Range
Roles

Insurance agent, Broker, Intermediary, Claims Handler, Loss Adjuster, Underwriter, Assessor

Insurance bodies

Association of British Insurers (ABI), Financial Services Authority (FSA), The Association of Travel Insurance Intermediaries (ATII), General Insurance Standards Council (GISC), Financial Ombudsman Service (FOS)

Terminology

Insurer, policy, premium, insured, policy-holder, condition, description of cover, summary of cover, indemnity, benefit, limit, limit of cover, exclusion, excess, maximum sum, standard cover, excess free cover, proposal form, cooling off period, hazardous activity, single article limit, cancellation, contribution, curtailment, compensation, repatriation, claim, abandonment clause, fortuitous clause, settlement

Legal

Mitigation, Subrogation, Uberimae Fidei, Force Majeure

Medical

Health warranty, medical screening, pre-existing condition, general health insurance card

Qualifications

EH1C (formerly E111) or equivalent, reciprocal agreement countries

Unit 306   Travel insurance

Outcome 2   Understand insurance policies

Assessment Criteria

Knowledge

The learner can:

1. assess the benefits and limitations of different travel insurance **policies**
2. describe the **categories** of a standard travel insurance policy
3. explain what information is included in the **general** section of all **policies**.

Range

Policies

Single trip, multi-trip/annual, family, business, one-way, long stay, gap year, groups, backpackers, adventure, winter sports, flight/travel only, UK insurance, day trips, motoring

Categories

Insurance of the person (including medical and personal accident; cancellation and curtailment charges); personal effects (including luggage, personal possessions, passports, tickets and personal money); unforeseen events (including missed departure of the aircraft, delay to the aircraft); liability (including liability to harm, loss of breakage); legal advice and expenses (including compensation for damages); failure of scheduled airline or other carrier, complete passenger protection

General

Policy number, summary of cover, conditions, definitions, geographical area, claims advice, contact numbers

Unit 306　　　　Travel insurance

Outcome 3　　　Understand the cover offered by specialist travel insurance

Assessment Criteria

Knowledge

The learner can:

1. compare different types of **travel insurance** available
2. explain the cover offered by **specialist insurance policies**
3. explain the **services** provided by travel insurance for a motoring incident abroad
4. explain insurance terms associated with **car-hire**.

Range

Travel insurance

Basic, specialist, motoring

Specialist insurance policies

Winter sports (avalanche closure, piste closure, loss of ski equipment, ski hire, ski pack, snow guarantee)

Motoring (Pre-departure protection, roadside assistance, emergency repairs following breakdown, vehicle immobilised, alternative driver, repatriation of vehicle, bail bond, legal advice and expenses, emergency cash advance, location and transfer)

Services

Guarantee hospital bills, return customer to UK, provide assistance with local language, make available medical escorts, return damaged vehicle home, emergency accommodation, financial help

Car-hire

Collision Damage Waiver (CDW), Personal Accident Insurance (PAI), Theft Protection, Uninsured Motorist Protection (UMP), Supplementary Liability Insurance, Top Up, Extended Protection

Unit 306   Travel insurance

Outcome 4   Understand information required before issuing a travel insurance policy

Assessment Criteria

Knowledge

The learner can:

1. explain how **pre-existing events** and **pre-existing conditions** can affect the sale of travel insurance
2. identify different **hazardous activities** and which **category** they fall under
3. explain **reasons** why an insurance claim may be declined
4. explain which **policy** an insurance claim should be made on
5. identify **issues** relating to the selling of insurance policies.

Range

Pre-existing events

Redundancy, illness, hospital appointment, jury service

Pre-existing conditions

pregnancy, health warranty, medical condition, travelling against the advice of a medical practitioner, condition for which the customer is on a hospital waiting list, condition for which the customer was travelling abroad to obtain medical treatment

Hazardous activities

Abseiling, bobsleighing, boxing, bungee-jumping, canoeing, expeditions, hang-gliding, high-diving, hot-air ballooning, martial arts, mountaineering, parachuting, paragliding, parascending, polo, pot-holing, rock-climbing, professional sports, scuba-diving, ski-jumping, ski racing, ski acrobatics, white-water rafting, yachting, any types of flying (other than as a fare-paying passenger)

Category

Covered, covered at an additional premium, not covered at all

Reasons

Time limit, appropriate care, non-emergency reasons, events not outlined in the policy

Policy

Travel, household, car

Issues

When policies can be sold, when policies should not be sold

Unit 306   Travel insurance

Outcome 5   Be able to calculate premiums for specialist travel insurance

Assessment Criteria
Practical skills
The learner can:
1. identify **worldwide zones** when quoting insurance premiums
2. calculate complex **premiums** for different types of **travel insurance**.

Range
Worldwide zones
UK, Europe, North America, worldwide

Premiums
Level of cover, holiday period, destination, different age groups (infants, children, adults, senior citizens), excess waiver

Travel insurance
Basic, ski, motoring

Unit 306   Travel insurance

Notes for guidance

Suggested good practice

It should be recognised that those working towards the travel insurance unit are likely to have some awareness of insurance and the other areas covered in the unit. This unit is aimed at sellers of travel arrangements and has been designed in consultation with the Association of British Travel Agents (ABTA) to be an equivalent qualification to the ABTA Level 2 Travel Insurance.

It is expected that candidates will have already passed the ABTA Level 1 insurance exam before studying this unit. It is important to note that there is some inferred knowledge within the ABTA Level 2 test which will only have been gathered by studying the ABTA Level 1 test. (Please refer to Scheme documentation for 4872, Unit 210 for more information on the ABTA Level 1 test).

Centres should also be aware that this travel insurance test is a mastery test and therefore the pass mark for the test is set at a high level.

It is vital that candidates already understand the principles of travel insurance, the range of insurance services available and that most travel and tourism organisations will have preferred vendors who provide their insurance services.

Where possible the unit should be delivered in an interactive format engaging the candidate in a full range of diverse learning opportunities. Activities such as class discussion, where candidates can share experiences they have had whilst on holiday, are a good starting point. 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 candidates can observe at first hand the way insurance is sold and the types of incident that have lead to insurance claims. Inviting guest speakers from the travel and insurance industries is also recommended as a way of reinforcing learning and placing it within an industry setting.

Suggested 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	• Syratt, G & Archer, J (2003) Manual of Travel Agency Practice, Butterworth Heinemann	
	• ABTA Travel Insurance Training Programme Level One (2003), available from TTC Training	
	• ABTA Travel Insurance Training Programme Level Two (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	
Other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin)	
	• Selling Long Haul Magazine	
	• Holiday Which	
	• ABTA magazine	
	• Holiday brochures	
	• DG & G Guides	
	• High Street outlet travel insurance and Foreign Exchange leaflets, e.g. Post Office,	
	• Banks, Building Societies, Major stores and supermarkets	
	• International travel Insurance Journal	
	• Specialist travel insurance leaflets	
	• Tour Operator's brochures	
Websites	**www.abtanet.com**	Association of British Travel Agents
	www.ttctraining.co.uk	TTC Training
	www.gbta.guild.com	Guild of Travel Management Companies
	Any specialist travel insurance website (Amex, Columbus)	

Unit 308 Development of tour operators' products and services

Level: 3
Credit value: 8
UAN number: Y/601/3320

Unit aim

The aim of this unit is to provide the learner with a detailed knowledge of the role of the tour operator in the identification, development and launch of a new destination or product.

This unit develops learners' knowledge of the functions of UK tour operators. It progresses from unit 217 Tour Operations, of the City & Guilds First Diploma in Travel and Tourism. However, the level 2 unit is not a prerequisite for candidates wishing to take this level 3 unit.

This unit is appropriate for those who wish to work in tour operations, and also for others such as travel agents who need an understanding of tour operators and their products.

The unit introduces learners to tour operators and the services and products they sell. Learners look at the legislation and regulations that govern tour operators. They move on to investigate the processes followed by tour operators when developing new products and services, and they will consider the impact that these may have on a destination. Finally, learners examine the marketing and promotional activities that tour operators may undertake to successfully launch new products and services to the public.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand UK tour operators' products and services
2. Be able to identify potential travel and tourism products and services
3. Understand development schedules for new travel and tourism products and services

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 308 Development of tour operators' products and services

Outcome 1 Understand UK tour operators' products and services

Assessment Criteria

Knowledge

The learner can:

1. describe the **components** of package holidays
2. describe **products** and services offered by **tour operators**
3. explain why **tour operators** choose types of **air transport components**
4. explain **extra** products and services offered by **tour operators** in advance of the holiday
5. outline the effects of current **legislation** and industry codes on the **tour operator**.

Range

Components

Transport, accommodation, arrangements in resort, such as information and advice, welcome party, excursions, in-resort representatives

Products

Inbound, outbound, domestic, independent, specialist, integrated, mass-market, short-haul, long-haul

Tour operators

Inbound, outbound, domestic, independent, specialist, integrated, mass-market, short-haul, long-haul

Air transport components

Time charter, series charter, part charter, scheduled services, ad hoc charters

Extra

Pre-bookable flight seats, upgrades, meals, transfers, excursion, extended stays, admission tickets

Legislation

Package Travel Regulations, Disability Discrimination Act, Data Protection Act, Trades Description Act, Unfair Contract Terms Act, Supply of Goods and Services Act, Air Travel Organisers' Licence (ATOL), Industry Codes of Conduct, requirements of the Civil Aviation Authority

Unit 308 Development of tour operators' products and services

Outcome 2 Be able to identify potential travel and tourism products and services

Assessment Criteria
Practical skills
The learner can:
1. research potential developments for new travel and tourism products and services

Knowledge
The learner can:
1. describe **factors** tour operators must research before offering new products and services
2. explain the effects of **trends** on tour operators' products
3. explain potential **effects of tourism** on a destination
4. explain how **external influences** affect the potential market size for a new product or service.

Range
Factors

Holiday patterns, identification of any political or other reasons for destinations not to be visited; suitability for different types and ages of customer; business performance; tourist information, gaps in provision

Trends

Types of package holiday already offered; departure points; frequency and duration; price range; target market; increase/decline in popularity; gaps in provision - departure points, frequency of flights and durations, limited capacity, resorts, accommodation types

Effects of tourism

Positive and negative effects including;
Economic (Dependence, leakage of revenue, cost of infrastructure, increased property/land prices, employment, seasonality, terrorism/conflict, cost of living)
Environmental (Inappropriate/over development, use of resources, loss of habitats, flora and fauna, erosion, pollution, noise, litter, water usage and sewage, waste)
Social (Overcrowding, urbanisation, anti-social behaviour- drugs, alcohol, HIV/Aids, crime, child/sex tourism prostitution)
Cultural (Traditions versus modernisation, language, customs, religion, music and crafts, cuisine, intergenerational conflict, promotion of local culture, disruption of communities)

External influences

Aircraft design, credit availability, exchange controls, consumer, social, economic, political

Unit 308 Development of tour operators' products and services

Outcome 3 Understand development schedules for new travel and tourism products and services

Assessment Criteria
Knowledge
The learner can:
1. explain the rationale behind development schedules
2. describe the **stages** in a development schedule
3. explain the importance of setting and working to '**SMART' targets**
4. explain **contracting arrangements** for components of a package holiday
5. explain the elements to consider when costing new travel and tourism products and services
6. describe the key stages of **brochure production**
7. describe **methods** of product promotion used by tour operators.

Range
Stages
Costing, contracting, brochure production, administration procedures, sales and marketing, operation of the programme

SMART targets
Specific, measurable, achievable, realistic and time bound

Contracting arrangements
Commitment, allocation, ad hoc

Brochure production
Layout, artwork, printing, photographs, copy writing, pricing, methods of distribution

Methods
Events with travel agents and customers, launch activity, press trips, FAM (Familiarisation) trips, flyers, leaflets, merchandising, website, brochures

Unit 308 Development of tour operators' products and services

Notes for guidance

Suggested good practice

Tour operators need to remain competitive by offering their customers the widest range of products and services.

Candidates need firstly to remind themselves of the components of a package holiday and the products and services typically offered by tour operators. They need to know what extras are available for customers to buy in advance of travelling, what different types of transport arrangements can be made and what the effects of current legislation are on the tour operator. This unit involves conducting market research to identify what could be a successful addition to a tour operators' range of products. Candidates need to be aware of the great responsibility tour operators bear in identifying potential risks generated through developing new resort areas in previously undiscovered parts of the world. They need to know what might be the consequence on local residents and the environment and infrastructure.

Candidates need to know the development schedules for new products and how these new products can be sold to their potential market. They need to be able to promote the new product to ensure its commercial success.

It is strongly recommended that wherever possible, candidates are given access to real working practice in the travel and tourism industry.

Suggested 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 utilised. Examples of resources which could be used include:

Resource	Title/How to access
Books	• Douglas, Douglas and Derrett (2001) Special Interest Tourism John Wiley & Sons Inc.
	• Swarbrooke et al (2003) Adventure Tourism: Anew Frontier Butterworth Heinemann
	• Wiliams S (2003) Tourism and Recreation, Prentice Hall
	• Holloway, Davidson and Humphreys (2009) The business of Tourism, Pearson
	• Yale, P (1995) The business of Tour Operations, Longman
	• Laws, E (1997) Managing Packaged Tourism, Thomson business press
Other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin)
	• Selling Long Haul Magazine
	• Holiday Which
	• ABTA magazine
	• Holiday brochures
	• DG & G Guides
	• Insights

	• Leisure Management • Institute of Travel and Tourism Newsletters • The Tourism Society Newsletters • Tourism Concern • Tourism Journal
Videos	There are numerous travel videos available form a variety of sources. Many tour operators produce their own travelogues which are available for rent or purchase. Other places to source videos: **www.amazon.co.uk** **www.travelchannel.co.uk**
Websites	**www.bbc.co.uk/holiday** BBC **www.fto.co.uk** Federation of Tour Operators **www.aito.co.uk** Association of Independent tour operators **www.firstchoice.co.uk** First Choice **www.mytravel.com** My Travel **www.thomascook.com** Thomas Cook **www.tui.com** Thomson Holidays

Unit 309 Special interest holidays and independent travel

Level: 3
Credit value: 7
UAN number: J/601/3328

Unit aim

The aim of this unit is to provide the learner with the ability to source and book independent and special interest holidays on behalf of leisure travel customers.

This unit introduces learners to products for customers who want more than the usual 'bucket and spade' holiday and demand 'something different'.

A huge range of special interest package holidays are now available covering everything from 'weddings in paradise', to bird watching in Nepal, white water rafting in Canada, art tours in Italy and expeditions to the Antarctic. In spite of this huge range of holidays now available, more and more customers simply do not want a package holiday but prefer the flexibility that travelling independently gives. Access to a wide range of information via the internet makes this easier for all.

Initially, this unit looks at the types of customers that may want to travel independently or wish to take a special interest holiday and their reasons for doing so. Learners examine a range of tour operators who provide special interest holidays, and their products. Learners explore the huge range of resources used by travel agents on behalf of independent travellers, focussing on being able to interpret information on behalf of customers. The unit looks at how to construct itineraries for independent travellers and how to cost travel arrangements on behalf of both independent travellers and those purchasing a special interest package holiday.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand independent and special interest travel customers
2. Be able to plan and construct itineraries for travel and tourism customers
3. Be able to calculate the cost of special interest holidays
4. Be able to calculate the cost of independent travel

Guided learning hours

It is recommended that **56** 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 309 Special interest holidays and independent travel

Outcome 1 Understand independent and special interest travel customers

Assessment Criteria
Knowledge
The learner can:
1. analyse customers' **motivation** to travel
2. define '**independent'** travel
3. define '**special interest**' travel
4. explain **reasons** why people choose to travel independently
5. explain **factors influencing** special interest holidays
6. explain **benefits** and **limitations** to customers of independent travel
7. explain the role of **ATOL** in relation to providing independent inclusive tours to customers.

Range
Motivation
Motivational theories e.g. Plog

Independent
Non pre-packaged travel arrangements, packaged by the travel agent not a tour operator, dynamic packages

Special Interest
Adventure, outdoor pursuits, hobbies and interests, education, spectatorism, weddings, luxury, health spas, cultural, historic

Reasons
Flexibility, cost, independence, package not available

Factors influencing
Demographics, lifestyle, individuals, groups, teams, clubs, youth market, grey market

Benefits
Choice, cost, flexibility

Limitations
On tour/in resort support, cost

ATOL
CAA, The Package Tour Regulations

Unit 309   Special interest holidays and independent travel

Outcome 2   Be able to plan and construct itineraries for travel and tourism customers

Assessment Criteria
Practical skills
The learner can:
1. plan travel arrangements for travel and tourism customers
2. construct itineraries for travel and tourism customers.

Knowledge
The learner can:
1. identify sources of **information** to support the planning of travel arrangements
2. describe the planning process for special interest and independent travel
3. identify **elements** of travel arrangements to meet customer requirements
4. explain the purpose of an itinerary
5. explain the importance of constructing a full and accurate itinerary for travellers
6. explain the consequences of providing customers with inaccurate itineraries.

Range
Information
Electronic, brochures, manuals, specialist operator, tour operator products from those whose main business is mass market

Elements
Transportation (land, sea and air), accommodation (any type), board arrangements, ground arrangements, ancillary products and services, timings, check-in locations

Unit 309 Special interest holidays and independent travel

Outcome 3 Be able to calculate the cost of special interest holidays

Assessment Criteria

Practical skills

The learner can:

1. interpret information for customers from a variety of **sources**
2. calculate costs of special interest holidays.

Knowledge

The learner can:

1. identify **sources of information** on special interest holidays
2. identify components of special interest holidays
3. explain chargeable **extras** for special interest holidays.

Range

Sources

Specialist tour operators, tour operator products from those whose main business is mass market, electronic, brochures, leaflets, manuals

Extras

Visas, additional wedding charges, additional excursions, upgrades, activity costs, equipment/clothing

Unit 309 Special interest holidays and independent travel

Outcome 4 Be able to calculate the cost of independent travel

Assessment Criteria
Practical skills

The learner can:
1. interpret information for customers from a variety of **sources**
2. calculate costs of independent travel.

Knowledge

The learner can:
1. describe **elements** of independent travel
2. identify the cost of each **element** of the itinerary
3. identify correct charges for **extras** that may apply to the travel arrangements
4. describe how to convert costs given in foreign currencies into sterling
5. explain how travel agents can make a profit from independent travel arrangements
6. explain **booking conditions** which may apply to independent travel arrangements.

Range
Sources

Specialist tour operators, electronic, brochures, leaflets, manuals

Elements

Transportation (land, sea and air), accommodation (any type), ground arrangements, ancillary products and services

Extras

Visas, additional excursions, upgrades, meal arrangements, activities, admission charges, local guides

Booking conditions

Health and fitness, participant requirements, participant exclusions, special equipment required, medical requirements

Unit 309 Special interest holidays and independent travel

Notes for guidance

Suggested good practice

Tutors delivering this unit must ensure that they themselves are fully up to date with current industry practice before embarking on this unit. This could entail undertaking a period of industrial updating as part of their continuing professional development.

A good starting point for the unit is to ask learners to think about the reasons why people travel at all. Asking learners to say why they have travelled should lead to reasons for travelling other than simply lying on a beach for two weeks. Many people will have attended a family function away from home or may have undertaken some activity connected with a personal interest such as walking or visiting an historic house away from their own home.

From here a discussion about interests that other people may have that would cause them to travel should stimulate learners to think outside their own boundaries.

Field trips to, or guest speakers from tour operators both large and small are an excellent way of getting learners to begin to understand the size of the industry and a trip to World Travel Market is always impressive for students.

Again, to begin the section of the unit on independent travel, a guest speaker from an independent travel agent with experience in this field would be invaluable.

Although many travel agents are keen to protect the sources they use for servicing independent travel requests, there are plenty of well-known ones to choose from. There are so many websites available that it would be impossible to give a definitive or even fair representative list here. By asking learners to type the word 'accommodation' into any search engine the average number of websites found will exceed 50 million. Similarly, the word 'flights' will yield over 8 million.

Learning outcome three requires learners to research which resources are most used by travel agents and again building good links with local independent travel providers is invaluable.

To enable learners to successfully complete the sections on costing, tutors will need to spend time preparing a wide range of exercises for learners to complete. Brochures do not always detail all individual costs and any information found should be clearly referenced to allow tutors to check accuracy.

Teaching learners how to construct itineraries can be challenging but it is important that they are able to understand why this is so. Looking at itineraries already laid out in package holiday brochures is a good starting point as it will give learners some ideas on which to implement their new knowledge. Starting with small single or two sector journeys and building up to multi sector is the most likely route to success.

Although this is a composite unit requiring complex knowledge, it is important for learners wishing to work in the travel industry at this level to be able to master these skills. Many learners go on to take gap years or to travel independently themselves and this knowledge will enable them to confidently make the best arrangements to meet their own individual needs.

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	• Douglas, Douglas and Derrett (2001) Special Interest Tourism John Wiley & Sons Inc.	
	• Swarbrooke et al (2003) Adventure Tourism: Anew Frontier Butterworth Heinemann	
	• Wiliams S (2003) Tourism and Recreation, Prentice Hall	
	• Hughes H (2000) Arts and entertainments and Tourism, Butterworth Heinemann Buckley, R.J., (2006) Adventure Tourism. CABI	
	• Buckley, R.J. (2006) Adventure Tourism. CABI Hudson S., (2008), Sport and Adventure Tourism. Haworth Press Inc.	
	• Hudson S., (2008), Sport and Adventure Tourism. Haworth Press Inc.	
	• Lonely Planet Guides, Lonely Planet Publications	
	• Rough Guides Rough Guides	
Other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin)	
	• Selling Long Haul Magazine	
	• Holiday Which	
	• ABTA magazine	
	• Holiday brochures	
	• DG & G Guides	
	• Insights	
	• Leisure Management	
	• Institute of Travel and Tourism Newsletters	
	• The Tourism Society Newsletters	
	• Tourism Concern	
	• Tourism Journal	
Videos	There is numerous travel videos available form a variety of sources. Many tour operators produce their own travelogues which are available for rent or purchase. Other places to source videos: **www.amazon.co.uk** **www.travelchannel.co.uk** **www.bbc.co.uk/holiday**	
Websites	**www.expedia.co.uk**	Expedia
	www.opodo.co.uk	Opodo
	www.bestattravel.co.uk	Best at Travel
	www.ebookers.co.uk	Ebookers
	www.travelocity.co.uk	Travelocity
	www.seligo.com	Seligo
	www.holidayextras.co.uk	ABC Holiday Extras
	www.avis.co.uk	Avis Car Hire
	www.alamo.co.uk	Alamo Car Hire
	www.holidayautos.co.uk	Holiday Autos

www.travelbag.co.uk	Travelbag
www.trailfinders.co.uk	Trail finders
www.exploreworldwide.co.uk	Explore
www.firstchoice.co.uk	First Choice
www.mytravel.com	My Travel
www.thomascook.com	Thomas Cook
www.TUI.com	Thomson Holidays
www.dragoman.com	Dragoman Tours

Unit 310   Arranging business travel

Level: 3
Credit value: 10
UAN number: A/601/3374

Unit aim

The aim of this unit is to provide the candidate with the knowledge and skills so that they have an understanding of the business travel industry.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:
1. Understand the use of customer profiling in business travel
2. Understand business travel promotional schemes
3. Understand considerations for business travel throughout the world
4. Be able to plan business travel itineraries
5. Be able to arrange discounted airfares for the business traveller
6. Be able to arrange rail travel for the business traveller
7. Be able to arrange accommodation for the business traveller
8. Understand travel services for the business traveller
9. Understand ancillary travel support services for the business traveller

Guided learning hours

It is recommended that **86** 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 externally set written exam paper.

Unit 310   Arranging business travel

Outcome 1   Understand the use of customer profiling in business travel

Assessment Criteria

Knowledge

The learner can:

1. outline the **components** of **profiles**
2. explain the **benefits** of maintaining **profiles**
3. describe the **use** of **profiles** maintained in information systems.

Range

Components

Company details, travel policy, service level agreements, route deals, authorised bookers, out-of-hours contact, form of payment (lodge card, corporate credit card, payment arrangements), traveller details, preferred supplier, loyalty cards, membership numbers, special requests, passport and visa record, next of kin, emergency contact

Profiles

Corporate/company details, individual business traveller details

Benefits

To corporate client (financial, personalised service), to business traveller (customer satisfaction, convenience), to travel management company (financial, organisation, strategic, planning)

Use

Monitor travel budgets, monitor levels of clients business, renegotiate service level agreements, negotiate preferential rates with suppliers,

Unit 310   Arranging business travel

Outcome 2   Understand business travel promotional schemes

Assessment Criteria

Knowledge

The learner can:

1. identify business travel **promotional schemes** offered by **suppliers**
2. explain the **benefits** of **promotional schemes** to the supplier, corporate client and to the traveller
3. explain the importance of using membership numbers correctly.

Range

Promotional schemes

Loyalty, privilege, frequent user

Suppliers

Airlines, accommodation providers, vehicle rental companies, vehicle carrying companies, UK rail companies

Benefits

Financial, convenience, priority

Unit 310   Arranging business travel

Outcome 3   Understand considerations for business travel throughout the world

Assessment Criteria

Knowledge

The learner can:

1. identify towns, cities, gateways in areas of **key commercial** significance
2. explain the importance of following business **etiquette**
3. explain local **etiquette** for business travellers
4. explain the impact of **time changes** in relation to business travellers
5. describe how to calculate journey times across different **time zones** given departure and arrival times.

Range

Key Commercial

Financial, manufacturing, processing, agricultural, governmental

Etiquette

Business practices, language, clothing, culture, customs

Time changes

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

Time zones

UCT/GMT, International Date Line, Eastern, Pacific, etc.

Unit 310   Arranging business travel

Outcome 4   Be able to plan business travel itineraries

Assessment Criteria
Practical skills
The learner can:
1. plan multi-sector **itineraries** to meet the **main requirements** of business travellers within the corporate client's **travel policy**
2. plan **alternative** multi-sector itineraries in accordance with client's instructions.

Knowledge
The learner can:
1. describe the **main requirements** of business travellers
2. describe the main components of a multi-sector **itinerary**
3. identify when an **alternative** multi-sector **itinerary** may be required.

Range
Itineraries
Check-in details for the original flight, flight numbers, aircraft, departure and arrival times in local time, elapsed flying time, re-confirmation procedures

Main requirements
Order requested, choice of transport, departure times, alternative routings, accommodation at each destination, car rental rates, advice on surface transport between airport and city, advice on passport, visa and health requirements for the journey

Travel policy
Preferred supplier, class

Alternative
Times, dates, convenience

Unit 310 Arranging business travel

Outcome 5 Be able to arrange discounted airfares for the business traveller

Assessment Criteria
Practical skills
The learner can:
1. obtain **discounted airfares** to match clients' requirements within company travel policy
2. mark up **discounted airfares** in accordance with travel management policy.

Knowledge
The learner can:
1. identify features of **discounted airfares**
2. describe the **rules and regulations** applicable to discounted airfare tickets
3. explain the **reasons** airlines offer scheduled seats at discounted prices.

Range
Discounted airfares
Including airline net fares, consolidator fares, web fares and 'no frills' carrier fares. (Excluding published IATA fares)

Rules and Regulations
Availability, advance booking, routing, minimum stay, maximum stay, amendment, ticket issue, cancellation, refunds

Reasons
Load factors, off-season, off-peak, promotions, competition

Unit 310   Arranging business travel

Outcome 6   Be able to arrange rail travel for the business traveller

Assessment Criteria
Practical skills
The learner can:
1. obtain rail fares to match clients' requirements within the company travel policy
2. identify journey times between business travel destinations
3. interpret **information** from worldwide rail **timetables** in respect of journeys between business travel destinations

Knowledge
The learner can:
1. explain the meaning of the **terminology** associated with UK domestic rail services
2. explain the **refund regulations** required by **ATOC**.

Range
Information
Times, dates of operation, change points, class, fares, meals, accommodation, on-board facilities, station facilities

Timetables
Manual, electronic

Terminology
Business travel packages (including executive), airport links, inter-station transfers, On board services, promotional qualifications (such as rail cards, Apex), station lounges

Refund regulations
Restrictions, amounts

ATOC
Association of Train Operating Companies

Unit 310 Arranging business travel

Outcome 7 Be able to arrange accommodation for the business traveller

Assessment Criteria

Practical skills

The learner can:

1. select accommodation to match clients' requirements within the company travel policy
2. compare rates offered by **accommodation suppliers** within the same classification.

Knowledge

The learner can:

1. explain types of accommodation **rates**, their benefits and application
2. explain the meaning of the **terminology** associated with accommodation
3. outline **information** on accommodation required by business travellers
4. describe the methods of **guaranteeing** reserved accommodation
5. describe the **methods of payment** available to the business traveller for accommodation and the implications of each.

Range

Accommodation suppliers

Hotels, apartments, bed and breakfasts, motels/inns, etc.

Rates

Corporate rate, preferred rate, client negotiated rate, promotional rate, rack rate, 24 hour rate, day delegate rate, group discounts, facilities provision (video players, screens, whiteboard and markers, flipcharts, etc.)

Terminology

Full board, half board, room only, bed and breakfast

Information

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

Guaranteeing

Corporate or personal credit card, Travel Management IATA number, advance payment

Methods of payment

Personal credit card, corporate credit card, debit card, cheque, cash

Unit 310   Arranging business travel

Outcome 8   Understand travel services for the business traveller

Assessment Criteria
Knowledge
The learner can:
1. compare the **advantages and disadvantages** of pre-booking a vehicle rental
2. describe the features of different **types** of vehicle available for rental by the business traveller
3. describe the optional **facilities** available to the business traveller when hiring a vehicle
4. explain the importance of comparing the **rates** offered by different vehicle rental companies
5. explain the implications of **restrictions and regulations** when hiring a vehicle
6. describe how to calculate the cost of vehicle rental
7. explain the benefits of **optional passenger services** to the business traveller.

Range
Advantages and disadvantages
To the customer, to the travel management consultancy

Types
Category, capacity, seating, doors, manual, automatic transmission, air conditioning

Facilities
Child infant/seats, roof racks, car phones, navigation systems

Rates
Corporate, basic, time and mileage, pre-paid, all-inclusive, promotional, one-way

Restrictions and regulations
Security deposits, cross border, charges (drop off, collection, one-way)

Optional passenger services
Chauffeur parking, airport parking, meet and greet, private transfers, complimentary limousines, business lounges

Unit 310 Arranging business travel

Outcome 9 Understand ancillary travel support services for the business traveller

Assessment Criteria
Knowledge
The learner can:
1. explain **circumstances** when UK citizens may hold more than one passport
2. explain the importance of obtaining the relevant visa for business travellers
3. explain **visa requirements** for business travellers departing from the UK
4. explain the **health requirements** for business travellers departing from the UK
5. explain the **limitations** of reciprocal medical packages offered under EU regulations
6. describe the **advantages and disadvantages** of cover offered by different **insurance schemes** to the business traveller
7. explain the **benefits** of an annual policy for a frequent traveller as opposed to individual journey policies
8. identify **currency restrictions** imposed by foreign countries
9. explain the types of **charges** levied in respect of **foreign exchange transactions**
10. describe the circumstances when commission charges are usually made
11. identify the methods of payment and refunds available for **foreign exchange transactions**.

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)

Limitations
Cover, comparison with UK provision
Advantages and disadvantages
Cover, cost, clauses
Insurance schemes
Corporate clients' own policies, travel management company policy, private medical insurance, credit/charge/loyalty card schemes
Benefits
Cost, convenience
Currency restrictions
Import, export
Charges
Handling fees, transaction fees, commission

Foreign exchange transactions
Foreign currency, travellers' cheques

Unit 310 Arranging business travel

Notes for guidance

Suggested good practice

It should be recognised that those working towards the business travel unit at level 3 may fall into one of several brackets. Candidates may have already completed a level 2 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 Arranging business travel at level 3, it is vital that they understand the role of the business travel agent. By taking this approach it will be ensured that the candidate has a broader base of knowledge and understanding of business travel management and how it fits into the overall industry.

It is strongly recommended that the person delivering this unit comes from the business travel sector. It is also vital that they have up to date experience of the sector. 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 Global Distribution System 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 opportunities 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).

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	• Swarbrooke, J (2001) Business Travel and Tourism, Butterworth Heinemann • Careers in Travel and Tourism, The Institute of Travel and Tourism • GTMC Business Travel Primers, available from the Guild of Travel Management Companies	
Other publications	• Business Traveller • Travel Trade Gazette • Travel Weekly • Travel Atlas (Columbus Travel Media) • DD&G Guide to International Travel • DD&G Flight guide • ATOC rail timetables • Thos Cook European Rail Timetable • World travel guide • Airline publications • Vehicle rental manuals/brochures • Hotel gazetteer • OHG	
Websites	**www.businesstraveller.com**	Business Traveller
	www.ttglive.com	Travel Trade Gazette
	www.travelweekly.co.uk	Travel Weekly
	www.dh.gov.uk	Department of Health
	www.columbusguides.com	Columbus Travel Guide
	www.gatewayonline.net	Gateway Airline Guide
	www.atoc.org	ATOC
	www.eurostar4agents.co.uk	Eurostar
	www.internationalairportguide.com	International Airport Guide
	www.gtmc.org	Guild of Travel Management Companies
	www.travelgate.co.uk	Travelgate

Unit 312 Travel and tourism destinations – England

Level: 3
Credit value: 5
UAN number: K/601/3340

Unit aim

The aim is to develop the candidate's knowledge and skills so they can locate important tourist destinations in England and interpret information needed for travel.

Learning outcomes

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

1. Understand the principles affecting product management for destinations in England
2. Understand England as a tourist destination

Guided learning hours

It is recommended that **34** 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 any resource material into the exam.**

Unit 312 Travel and tourism destinations – England

Outcome 1 Understand the principles affecting product management for destinations in England

Assessment Criteria

Knowledge

The learner can:

1. explain the tourism destination **life cycle**
2. explain how trends in tourist visits in England impact on destination management
3. identify examples of English **destinations** which have responded to current **trends** in tourist visits.

Range

Life cycle

Exploration, involvement, development, consolidation, stagnation, decline/rejuvenation

Destinations

Attraction, resort, region

Trends

Increase domestic tourism, eco-tourism, adventure tourism, increase incoming tourism, cultural tourism, heritage tourism, event tourism

Unit 312 Travel and tourism destinations – England

Outcome 2 Understand England as a tourist destination

Assessment Criteria

Knowledge

The learner can:

1. explain the **area and regional tourism boundaries** within England
2. locate main **cities and towns**
3. explain **types of tourists** main **cities and towns** attract
4. describe major tourist **attractions**
5. explain **types of tourists** tourist **attractions** attract
6. describe major **physical features**
7. locate major **transport routes**
8. explain the impact of the transport infrastructure on tourists
9. describe major **events**
10. describe **types of tourists** that are attracted by major events
11. explain the **benefits and limitations** of destinations.

Range

Area and regional tourism boundaries

Tourist regions, counties, rural areas, urban areas, seaside areas

Cities and towns

Candidates should be able to locate any major city or town with the use of an atlas

Types of tourists

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

Attractions

Natural and Man-made. To include: Farms, Gardens, Historic Houses, Castles, historic properties , Leisure and Theme Parks, Museums and Art Galleries, Steam/Heritage Railways, Visitor and Heritage Centres, Wildlife Attractions and Zoos, Industrial or Craft Centres, places of worship, other Attractions (attractions that do not fit into any of the categories outlined above)

Physical features

Oceans, seas, mountains, mountain ranges, rivers, lakes, falls, national parks, areas of outstanding natural beauty, islands

Transport routes

Land, sea, waterways, air, gateways

Events

Exhibitions, festivals, sporting events, special interest events or carnivals

Benefits and limitations

In terms of cost, customer needs, accessibility, facilities

Unit 312 Travel and tourism destinations – England
Notes for guidance

Suggested good practice

It should be recognised that those working towards Travel and Tourism Destinations in England at Level 3 are likely to come from a variety of backgrounds and have differing knowledge of the subject. Whereas at Level 2 it was only reasonable to expect the candidate to locate and provide information on destinations, at Level 3 we expect them to analyse any information and provide supportive information on travel and tourism destinations worldwide. It is therefore expected that the candidate will have some prior learning. The key to understanding this is to be able to find information and interpret it from the various sources that are available.

The unit has not been designed to assess basic geographical features within England such as definitions and the location of oceans and seas relative to England. It is felt that these areas have been covered extensively at Level 1 and 2 and therefore are not covered within the unit. If candidates are studying this unit without having studied UK travel and tourism destinations at a lower level then it maybe necessary for assessors to provide some additional knowledge.

Unlike the Level 1 and 2 units on UK travel and tourism destinations, this unit only covers travel and tourism destinations in England (to include the Channel Islands). Candidates who wish to gain knowledge of destinations within Wales, Scotland, Eire and Northern Ireland should study the individual units in relation to those destinations.

The unit should be delivered in an interactive format encouraging the candidate to practice using the world travel atlas and any other manuals to source the answers as much as possible. Candidates 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, candidates should be able to associate pictures of major attractions (i.e. the Houses of Parliament) with cities (i.e. London).

Unlike at previous levels, range statements included within this unit are not definitive lists. Instead, it is expected that candidates should have an excellent knowledge of travel and tourism destinations within England. This will allow tutors to teach a variety of local attractions that are important to their area and also offers flexibility in teaching new attractions and destinations.

It is not expected that candidates will need to remember every detail about destinations in the UK and Ireland, rather candidates should be able to locate information with the use of appropriate support materials. Therefore, at this level, candidates are allowed to enter the exam with any support materials they require, although it is recommended that a recent UK travel atlas be taken as a minimum.

Suggested 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 utilised. Examples of resources which could be used include:

Resource	Title/How to access
Books	• World Travel Atlas (11th Edition), Columbus Travel Media • Tourist Attractions and Events of the World (3rd Edition), Columbus Travel Media
Other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin) • Selling Long Haul Magazine • Holiday Which • ABTA magazine • Holiday brochures • DG & G Guides • Insights • Leisure Management • Institute of Travel and Tourism Newsletters • The Tourism Society Newsletters • Tourism Concern • Tourism Journal
Videos	Videos of recent holiday programmes and specific destinations (as produced by tourist offices) will assist learning
Websites	**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**

www.wto.org	World Tourism Organisation
www.world-tourism.org	World Tourism Organisation Statistical
www.staruk.org.uk	UK tourism statistics
www.world-guides.com	Destination information
www.gazetteers.com	DG & G Guides
www.alva.org.uk	Association of leading visitor attractions
www.uk-tourist-attractions.co.uk	UK attractions guide
www.visitbritain.com	Visit Britain
www.staruk.org.uk	National Tourism Research and Statistics website
www.nationaltrust.org.uk	The National Trust
www.enjoybritain.com	Enjoy Britain
www.enjoyengland.com	Enjoy England
www.english-heritage.org.uk	English Heritage
www.ukinbound.co.uk	UK Inbound
www.culture.gov.uk	Department of Culture, Media & Sport
www.blue-badge.org.uk	The Guild of Registered Tourist Guides

Unit 313 Travel and tourism destinations – Scotland

Level: 3
Credit value: 4
UAN number: M/601/3341

Unit aim

The aim is to develop the candidate's knowledge and skills so they can locate important tourist destinations in Scotland and interpret information needed for travel.

Learning outcomes

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

1. Understand the principles affecting product management for destinations in Scotland
2. Understand Scotland as a tourist destination

Guided learning hours

It is recommended that **30** 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 any resource material into the exam.**

Unit 313   Travel and tourism destinations – Scotland

Outcome 1   Understand the principles affecting product management for destinations in Scotland

Assessment Criteria

Knowledge

The learner can:

1.   explain the tourism destination **life cycle**
2.   explain how trends of tourist visits impact on **destination** management.

Range

Life cycle

Exploration, involvement, development, consolidation, stagnation, decline/rejuvenation

Destinations

Attraction, resort, region

Unit 313 Travel and tourism destinations – Scotland

Outcome 2 Understand Scotland as a tourist destination

Assessment Criteria

Knowledge

The learner can:

1. explain the **area and regional tourism boundaries** within Scotland
2. locate main **cities and towns**
3. explain **types of tourists** main **cities and towns** attract
4. describe major tourist **attractions**
5. explain **types of tourists** tourist **attractions** attract
6. describe major **physical features**
7. locate major **transport routes**
8. explain the impact of the transport infrastructure on tourists
9. describe major **events**
10. describe **types of tourists** that are attracted by major events
11. explain the **benefits and limitations** of destinations.

Range

Area and regional tourism boundaries

Tourist regions, rural areas, urban areas, seaside areas

Cities and Towns

Candidates should be able to locate any major city or town with the use of an atlas

Types of tourists

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

Attractions

Natural and Man-made. To include:

Farms, Gardens, Historic Houses, Castles, historic properties, Leisure and Theme Parks,

Museums and Art Galleries, Steam/Heritage Railways, Visitor and Heritage Centres, Wildlife Attractions and Zoos, Industrial or Craft Centres, Places of Worship, Other Attractions (attractions that do not fit into any of the categories outlined above)

Physical features

Oceans, seas, mountains, mountain ranges, rivers, Lochs, falls, national parks, areas of outstanding natural beauty, islands

Transport routes

Land, sea, waterways, air, gateways

Events

Exhibitions, festivals, sporting events, special interest events and carnivals

Benefits and limitations

In terms of cost, customer needs, accessibility, facilities

Unit 313   Travel and tourism destinations – Scotland

Notes for guidance

Suggested good practice

It should be recognised that those working towards Travel and Tourism Destinations in Scotland at Level 3 are likely to come from a variety of backgrounds and have differing knowledge of the subject. Whereas at Level 2 it was only reasonable to expect the candidate to locate and provide information on destinations, at Level 3 we expect them to analyse any information and provide supportive information on travel and tourism destinations worldwide. It is therefore expected that the candidate 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 unit has not been designed to assess basic geographical features within Scotland such as definitions and the location of oceans and seas relative to Scotland. It is felt that these areas have been covered extensively at Level 1 and 2 and therefore are not covered within the unit. If candidates are studying this unit without having studied UK travel and tourism destinations at a lower level then it maybe necessary for assessors to provide some additional knowledge.

Unlike the Level 1 and 2 units on UK travel and tourism destinations, this unit only covers travel and tourism destinations in Scotland (to include all the isles). Candidates who wish to gain knowledge of destinations within Wales, Scotland and England should study the individual units in relation to those destinations.

The unit should be delivered in an interactive format encouraging the candidate to practice using the world travel atlas and any other manuals to source the answers as much as possible. Candidates 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, candidates should be able to associate pictures of major attractions (i.e. Deep Sea World) with towns or cities (i.e. Fife).

Unlike at previous levels, range statements included within this unit are not definitive lists. Instead, it is expected that candidates should have an excellent knowledge of travel and tourism destinations within Scotland. This will allow tutors to teach a variety of local attractions that are important to their area and also offers flexibility in teaching new attractions and destinations.

It is not expected that candidates will need to remember every detail about destinations in the UK and Ireland, rather candidates should be able to locate information with the use of appropriate support materials. Therefore, at this level, candidates are allowed to enter the exam with any support materials they require, although it is recommended that a recent UK travel atlas be taken as a minimum.

Suggested resources

There is 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 utilised. Examples of resources which could be used include:

Resource	Title/How to access	
Books	• World Travel Atlas (11th Edition), Columbus Travel Media • Tourist Attractions and Events of the World (3rd Edition), Columbus Travel Media	
Other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin) • Selling Long Haul Magazine • Holiday Which • ABTA magazine • Holiday brochures • DG & G Guides • Insights • Leisure Management • Institute of Travel and Tourism Newsletters • The Tourism Society Newsletters • Tourism Concern • Tourism Journal	
Videos	Videos of recent holiday programmes and specific destinations (as produced by tourist offices) will assist learning	
Websites	**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:**	
	www.wto.org	World Tourism Organisation
	www.world-tourism.org	World Tourism Organisation Statistical Service
	www.staruk.org.uk	UK tourism statistics
	www.world-guides.com	Destination information
	www.gazetteers.com	DG & G Guides
	www.alva.org.uk	Association of leading visitor attractions
	www.uk-tourist-attractions.co.uk	UK attractions guide
	www.visitbritain.com	Visit Britain
	www.staruk.org.uk	National Tourism Research and Statistics website
	www.nationaltrust.org.uk	The National Trust
	www.enjoybritain.com	Enjoy Britain
	www.ukinbound.co.uk	UK Inbound
	www.visitscotland.com	Visit Scotland
	www.scotland.com	Guide to Scotland
	www.scotland.org	Guide to Scotland
	www.travelscotland.co.uk	Travel Scotland
	www.nms.ac.uk	National Museums of Scotland
	www.host.co.uk	Highlands of Scotland Tourist Board
	www.visitthebrides.com	Visit Hebrides

Unit 314 Travel and tourism destinations – Ireland

Level: 3

Credit value: 4

UAN number: T/601/3342

Unit aim

The aim of this unit is to develop the candidate's knowledge and skills so they can locate important tourist destinations in Eire and Northern Ireland and interpret information needed for travel.

Learning outcomes

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

1. Understand the principles affecting product management for destinations in Ireland
2. Understand Ireland as a tourist destination

Guided learning hours

It is recommended that **30** 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 any resource material into the exam.**

Unit 314 Travel and tourism destinations – Ireland

Outcome 1 Understand the principles affecting product management for destinations in Ireland

Assessment Criteria

Knowledge

The learner can:

1. explain the tourism destination **life cycle**
2. explain how trends of tourist visits impact on **destination** management.

Range

Life cycle

Exploration, involvement, development, consolidation, stagnation, decline/rejuvenation

Destinations

Attraction, resort, region

Unit 314 Travel and tourism destinations – Ireland

Outcome 2 Understand Ireland as a tourist destination

Assessment Criteria

Knowledge

The learner can:

1. explain the **area and regional tourism boundaries** within Eire and Northern Ireland
2. locate main **cities and towns**
3. explain **types of tourists** main **cities and towns** attract
4. describe major tourist **attractions**
5. explain **types of tourists** tourist **attractions** attract
6. describe major **physical features**
7. locate major **transport routes**
8. explain the impact of the transport infrastructure on tourists
9. describe major **events**
10. describe **types of tourists** that are attracted by major events
11. explain the **benefits and limitations** of destinations.

Range

Area and regional tourism boundaries

Tourist regions, counties, rural areas, urban areas, seaside areas

Cities and Towns

Candidates should be able to locate any major city or town with the use of an atlas

Types of tourists

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

Attractions

Natural and man-made, to include:

Farms, gardens, historic houses, castles, historic properties, leisure and theme parks, museums and art galleries, steam/heritage railways, visitor and heritage centres, wildlife attractions and zoos, industrial or craft centres, places of worship, other attractions (attractions that do not fit into any of the categories outlined above)

Physical features

Oceans, seas, bays, mountains, mountain ranges, rivers, lakes/loughs, falls, national parks, areas of outstanding natural beauty, islands

Transport routes

Land, sea, waterways, air, gateways

Events

Exhibitions, festivals, sporting events, special interest events or carnivals

Benefits and limitations

In terms of cost, customer needs, accessibility, facilities

Unit 314   Travel and tourism destinations – Ireland

Notes for guidance

Suggested good practice

It should be recognised that those working towards Travel and Tourism Destinations in Ireland at Level 3 are likely to come from a variety of backgrounds and have differing knowledge of the subject. Whereas at Level 2 it was only reasonable to expect the candidate to locate and provide information on destinations, at Level 3 we expect them to analyse any information and provide supportive information on travel and tourism destinations worldwide. It is therefore expected that the candidate will have some prior learning. The key to understanding this is to be able to find information and interpret it from the various sources that are available.

The unit has not been designed to assess basic geographical features within Ireland such as definitions and the location of oceans and seas relative to Ireland. It is felt that these areas have been covered extensively at Level 1 and 2 and therefore are not covered within the unit. If candidates are studying this unit without having studied UK travel and tourism destinations at a lower level then it maybe necessary for assessors to provide some additional knowledge.

Unlike the Level 1 and 2 units on UK travel and tourism destinations, this unit only covers travel and tourism destinations in Ireland and Northern Ireland. Candidates who wish to gain knowledge of destinations within Wales, Scotland and England should study the individual units in relation to those destinations.

The unit should be delivered in an interactive format encouraging the candidate to practice using the world travel atlas and any other manuals to source the answers as much as possible. Candidates 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, candidates should be able to associate pictures of major attractions (i.e. the Guinness Factory) with cities (i.e. Dublin).

Unlike at previous levels, range statements included within this unit are not definitive lists. Instead, it is expected that candidates should have an excellent knowledge of travel and tourism destinations within Ireland. This will allow tutors to teach a variety of local attractions that are important to their area and also offers flexibility in teaching new attractions and destinations.

It is not expected that candidates will need to remember every detail about destinations in Ireland, rather candidates should be able to locate information with the use of appropriate support materials. Therefore, at this level, candidates are allowed to enter the exam with any support materials they require, although it is recommended that a recent UK travel atlas be taken as a minimum.

Suggested resources

There is 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 utilised. Examples of resources which could be used include:

Resource	Title/How to access
Books	• World Travel Atlas (11th Edition), Columbus Travel Media
	• Tourist Attractions and Events of the World (3rd Edition), Columbus Travel Media

Other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin) • Selling Long Haul Magazine • Holiday Which • ABTA magazine • Holiday brochures • DG & G Guides • Insights • Leisure Management • Institute of Travel and Tourism Newsletters • The Tourism Society Newsletters • Tourism Concern • Tourism Journal
Videos	Videos of recent holiday programmes and specific destinations (as produced by tourist offices) will assist learning
Websites	**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:**

www.wto.org	World Tourism Organisation
www.world-tourism.org	World Tourism Organisation Statistical Service
www.staruk.org.uk	UK tourism statistics
www.world-guides.com	Destination information
www.gazetteers.com	DG & G Guides
www.alva.org.uk	Association of leading visitor attractions
www.uk-tourist-attractions.co.uk	UK attractions guide
www.visitbritain.com	Visit Britain
www.staruk.org.uk	National Tourism Research and Statistics website
www.enjoybritain.com	Enjoy Britain
www.discovernorthernireland.com	Northern Ireland Tourist Board
www.ireland.ie	Ireland Tourist Board
www.failteireland.ie	Ireland Tourist Board
www.nisra.gov.uk	Northern Ireland Statistics
www.guiness.com	Guinness
www.allirelandtourism.com	All Ireland tourism
www.irish-insight.com	Irish tourism and leisure
www.nidex.com	Northern Ireland Index
www.visitdublin.com	Visit Dublin
www.corkkerry.ie	Cork and Kerry information
www.irelandwest.ie	West of Ireland

Unit 315 Travel and tourism destinations – Wales

Level: 3
Credit value: 4
UAN number: A/601/3343

Unit aim

The aim is to develop the candidate's knowledge and skills so they can locate important tourist destinations in Wales and interpret information needed for travel.

Learning outcomes

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

1. Understand the principles affecting product management for destinations in Wales
2. Understand Wales as a tourist destination

Guided learning hours

It is recommended that **30** 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 any resource material into the exam.**

Unit 315 Travel and tourism destinations – Wales

Outcome 1 Understand the principles affecting product management for destinations in Wales

Assessment Criteria

Knowledge

The learner can:

1. explain the tourism destination **life cycle**
2. explain how trends of tourist visits impact on **destination management.**

Range

Life cycle

Exploration, involvement, development, consolidation, stagnation, decline/rejuvenation

Destinations

Attraction, resort, region

Unit 315 Travel and tourism destinations – Wales

Outcome 2 Understand Wales as a tourist destination

Assessment Criteria

Knowledge

The learner can:

1. explain the **area and regional tourism boundaries** within Wales
2. locate main **cities and towns**
3. explain **types of tourists** main **cities and towns** attract
4. describe major tourist **attractions**
5. explain **types of tourists** tourist **attractions** attract
6. describe major **physical features**
7. locate major **transport routes**
8. explain the impact of the transport infrastructure on tourists
9. describe major **events**
10. describe **types of tourists** that are attracted by major events
11. explain the **benefits and limitations** of destinations.

Range

Area and regional tourism boundaries

Tourist regions, rural areas, urban areas, seaside areas

Cities and towns

Candidates should be able to locate any major city or town with the use of an atlas

Types of tourists

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

Attractions

Natural and Man-made. To include:

Farms, Gardens, Historic Houses, Castles historic properties, Leisure and Theme Parks,

Museums and Art Galleries, Steam/Heritage Railways, Visitor and Heritage Centres, Wildlife Attractions and Zoos, Industrial or Craft Centres, Places of Worship, Other Attractions (attractions that do not fit into any of the categories outlined above)

Physical features

Oceans, seas, mountains, mountain ranges, rivers, lakes, falls, national parks, areas of outstanding natural beauty, islands

Transport routes

Land, sea, waterways, air, gateways

Events

Exhibitions, festivals, sporting events, special interest events or carnivals

Benefits and limitations

In terms of cost, customer needs, accessibility, facilities

Unit 315 Travel and tourism destinations – Wales
Notes for guidance

Suggested good practice

It should be recognised that those working towards Travel and Tourism Destinations in Wales and at Level 3 are likely to come from a variety of backgrounds and have differing knowledge of the subject. Whereas at Level 2 it was only reasonable to expect the candidate to locate and provide information on destinations, at Level 3 we expect them to analyse any information and provide supportive information on travel and tourism destinations worldwide. It is therefore expected that the candidate 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 unit has not been designed to assess basic geographical features within Wales such as definitions and the location of oceans and seas relative to Wales. It is felt that these areas have been covered extensively at Level 1 and 2 and therefore are not covered within the unit. If candidates are studying this unit without having studied UK travel and tourism destinations at a lower level then it maybe necessary for assessors to provide some additional knowledge.

Unlike the Level 1 and 2 units on UK travel and tourism destinations, this unit only covers travel and tourism destinations in Wales. Candidates who wish to gain knowledge of destinations within Ireland and Northern Ireland, Scotland and England should study the individual units in relation to those destinations.

The unit should be delivered in an interactive format encouraging the candidate to practice using the world travel atlas and any other manuals to source the answers as much as possible. Candidates 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, candidates should be able to associate pictures of major attractions (i.e. Techniquest) with cities (i.e. Cardiff).

Unlike at previous levels, range statements included within this unit are not definitive lists. Instead, it is expected that candidates should have an excellent knowledge of travel and tourism destinations within Wales. This will allow tutors to teach a variety of local attractions that are important to their area and also offers flexibility in teaching new attractions and destinations.

It is not expected that candidates will need to remember every detail about destinations in the UK and Ireland, rather candidates should be able to locate information with the use of appropriate support materials. Therefore, at this level, candidates are allowed to enter the exam with any support materials they require, although it is recommended that a recent UK travel atlas is taken as a minimum.

Suggested resources

There is 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 utilised. Examples of resources which could be used include:

Resource	Title/How to access	
Books	• World Travel Atlas (11th Edition), Columbus Travel Media • Tourist Attractions and Events of the World (3rd Edition), Columbus Travel Media	
Other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin) • Selling Long Haul Magazine • Holiday Which • ABTA magazine • Holiday brochures • DG & G Guides • Insights • Leisure Management • Institute of Travel and Tourism Newsletters • The Tourism Society Newsletters • Tourism Concern • Tourism Journal	
Videos	Videos of recent holiday programmes and specific destinations (as produced by tourist offices) will assist learning	
Websites	**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:**	
	www.wto.org	World Tourism Organisation
	www.world-tourism.org	World Tourism Organisation Statistical Service
	www.staruk.org.uk	UK tourism statistics
	www.world-guides.com	Destination information
	www.gazetteers.com	DG & G Guides
	www.visitwales.com	Visit Wales
	www.nwt.co.uk	North Wales Tourism
	www.alva.org.uk	Association of leading visitor attractions
	www.uk-tourist-attractions.co.uk	UK attractions guide
	www.tourismalliance.org.uk	Wales tourism alliance
	www.the-gower.com	Gower peninsula
	www.heritagebreaks.co.uk	The valleys of south Wales
	www.visitbritain.com	Visit Britain
	www.staruk.org.uk	National Tourism Research and Statistics website
	www.seligo.com	Attractions tickets and prices
	www.nationaltrust.org.uk	The National Trust
	www.enjoybritain.com	Enjoy Britain
	www.walestourguides	Official Welsh tourist guides
	www.southernwales.com	The south of Wales
	www.tourlink.co.uk	Carmarthenshire

Unit 319 Planning and delivering guided tours

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   Planning and delivering guided tours
Outcome 1   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 Planning and delivering guided tours

Outcome 2 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 Planning and delivering guided tours

Outcome 3 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

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	• 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	• 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	**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	

Unit 344 Principles of supervising customer service performance in hospitality, leisure, travel and tourism

Level: 3
Credit value: 2
UAN number: L/600/1066

Unit aim

This unit will provide in-depth knowledge of how to manage customer service performance in the sector. The unit will be appropriate for supervisory and management staff to enable them to support their staff in providing excellent customer service in the workplace.

Learning outcomes

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

1. Understand how to develop a customer service culture within their business
2. Understand how to build teams and motivate colleagues through techniques such as on-site coaching
3. Understand how to effectively monitor and communicate levels of customer service performance

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment and grading

This unit will be assessed by 10 Short answer questions and a scenario based integrated task (consisting of a further 3 questions) covering underpinning knowledge.

Unit 344 Principles of supervising customer service performance in hospitality, leisure, travel and tourism

Outcome 1   Understand how to develop a customer service culture within their business

Assessment Criteria
Knowledge
The learner can:
1. describe the role of the supervisor in **leading by example** when delivering excellent customer service
2. explain the **impact** of customer service on the performance of the business
3. explain the **relationship** between delivering customer service and selling services
4. identify and apply good practice **techniques** to monitor the delivery of customer service against **organisational standards**.

Range
Leading by example
Professionalism, behaviour, working according to organisation procedures, listening skills, body language, assertiveness, appropriate use of language, use of eye contact, communication skills/questioning techniques, personal presentation, motivating, leadership, support

Impact
Positive: Increased sales, fewer complaints, new customers, numbers of compliments, repeat business/brand loyalty, reduced staff turnover, referred business, increased market share, job satisfaction and staff motivation

Negative: loss of business and a reputation

Relationship
Customers buy from people not organisations. A customer service deliverer who is knowledgeable about the product, presentable and professional, friendly and eager-to-please will build rapport with the customer.

Techniques
Use of performance indicators, analysis of customer feedback, analysis of complaint log, Investors In People (IIP), use of mystery shopper/diner, reviewing standards, review of reputation / press coverage

Organisational standards
Set out in the organisation's service offer or customer charter relating to providing service to meet customer needs and expectations and procedures for dealing with problems and complaints.

Unit 344 Principles of supervising customer service performance in hospitality, leisure, travel and tourism

Outcome 2 Understand how to build teams and motivate colleagues through techniques such as on-site coaching

Assessment Criteria

Knowledge

The learner can:

1. analyse how **effective teams** can be **developed** to deliver excellent customer service
2. explain the importance of **staff development** in ensuring that excellent customer service is delivered
3. describe the **role** of the supervisor in developing teams
4. describe how **training and coaching sessions** can be implemented to improve the delivery of customer service
5. describe the **importance** of providing feedback to staff
6. apply appropriate **methods** to deliver feedback to staff.

Range

Effective teams

Co-operation and understanding of other's feelings, courtesy and respect, admitting blame when due, encouraging a non-blame - non-critical culture, building of loyalty, giving praise where it is due, understanding why some decisions have been made even when they don't agree with them, learning to listen and to think before speaking, empathising with the views of the others even if they oppose own views, communicating the goals of the team and working with them to achieve them.

Developed

Individual team roles (Belbin), the team dynamics, good working relationships, communication and interpersonal skills required, monitoring against service standards, support and feedback on performance, personal development of self and team members

Staff development

Product knowledge, communication and interpersonal skills, use of equipment, knowledge of company procedures, knowledge of legislative requirements.

Role

- Continuously developing staff that provide customer service
- Monitor and assess performance, e.g. observation, psychometric testing, training needs analysis (TNA), feedback, questioning
- Set objectives and targets that relate to customer service in area of responsibility
- Identify when development and training could improve customer service performance
- Understand the range of types and styles of development and training and how to select those that are appropriate to customer service, organisation, and specific training and development needs
- Understand that individuals have different learning styles and some development techniques will suit some and not others

- Understand why it is important to have an input into the design and delivery of customer service development and training
- Help staff to put into practice what they have learned
- Assess the impact that development and training has had on customer service performance
- Access types of additional support that could be provided to staff following development and training.

Training and coaching sessions

Shadowing will improve customer service delivery by observation of best practice by an experienced member of staff/expert

Mentoring – another individual providing one-to-one support, feedback and evaluation of performance

Coaching/training– using customer service improvement techniques

Classroom – training members of staff in a specific environment on specific subjects; particularly useful for development of knowledge (procedures, legislation)

Roleplay- used to simulate situations and improve interpersonal skills

Importance

Motivate staff, identify weaknesses or training needs, aid in target setting, aid development of the team

Methods

Formal or informal, positive or negative

Unit 344 Principles of supervising customer service performance in hospitality, leisure, travel and tourism

Outcome 3 Understand how to effectively monitor and communicate levels of customer service performance

Assessment Criteria

Knowledge

The learner can:

1. analyse the **importance** of developing and implementing clear customer **service standards**
2. describe appropriate ways in which supervisors can **monitor and measure the performance** of team members
3. describe appropriate **corrective actions** that can be taken to resolve failures in the delivery of customer service
4. explain how performance against customer service standards can be **recorded** and **communicated**
5. identify ways in which measurement of the **effectiveness** of customer service can be used to **improve** future performance.

Range

Importance

Standardisation of operation across the organisation, consistency in the level of service provided, organisational procedures allowing staff to ensure that a specific job or task is completed in a set way to achieve the same outcome and level of service, transparency of service and provision

Service standards

Level of service during and after sale, procedures for complaints, complying with industry codes of practice and legislation

Monitor and measure performance

Benchmarking, KPIs, appraisal / performance review, customer feedback, observation, mystery shopper, self-assessment and target-setting, SWOT analysis.

Corrective actions

Investigate what went wrong, identify failures and causes, apologise/resolve customer problem, review procedures, consider disciplinary/ warning, feedback to staff, consider development and training of staff.

Recorded

Progress reporting, performance review, analysis of records or feedback.

Communicated

Verbally – in team meetings or one-to-ones.
In writing – reports, memos, emails, target scoreboard.

Effectiveness

Customer feedback, number of complaints, records (such as sales)

Improve

Identify areas for improvement, identify areas of good practice, indicate a review policies/procedures/customer charter, identify training needs, re-evaluate customer needs/expectations, implement initiatives.

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.

This qualification has connections to the:

- Level 3 Advanced National Diploma in Travel and Tourism

NQF units		Units	
Unit Number/Title		**Unit Number/Title**	
301	Worldwide travel and tourism destinations	301	Worldwide travel and tourism destinations
304	Principles of marketing for travel and tourism	304	Principles of marketing for travel and tourism
306	Travel insurance	306	Travel insurance
308	Tour operations product development	308	Development of tour operators' products and services
309	Independent and special interest travel	309	Special interest holidays and independent travel
310	Business travel practices	310	Arranging business travel
312	Travel and tourism destinations – England	312	Travel and tourism destinations – England
313	Travel and tourism destinations – Scotland	313	Travel and tourism destinations – Scotland
314	Travel and tourism destinations - Ireland	314	Travel and tourism destinations - Ireland
315	Travel and tourism destinations - Wales	315	Travel and tourism destinations - Wales
319	Tour guiding	319	Planning and delivering guided tours

Appendix 1   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
* ***Events***
  Contains dates and information on the latest Centre events
* ***Online assessment***
  Contains information on how to register for EVOLVE assessments.

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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