Level 3
Award/Certificate/Diploma in Travel and Tourism (4876)

Qualification handbook for centres

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Level 3 Award/Certificate/Diploma in Travel and Tourism (4876)

Qualification handbook for centres

Qualification title	Number	QAN
Level 3 Award in Special Interest Holidays and Independent Travel	4876-93	501/0939/X
Level 3 Award in Holiday Park Hosts	4876-93	501/0937/6
Level 3 Award in Ski Chalet Hosts	4876-93	501/0938/8
Level 3 Certificate in Hosting Ski Chalets	4876-30	500/9462/2
Level 3 Certificate in Holiday Representatives	4876-31	500/9605/9
Level 3 Certificate in Travel and Tourism Destinations	4876-32	500/9440/0
Level 3 Certificate in Retail Travel	4876-33	500/9445/2
Level 3 Certificate in UK Tourism	4876-34	500/9463/4
Level 3 Certificate in Developing Tour Operator Products	4876-35	500/9442/7
Level 3 Certificate in Adventure Tourism Development	4876-36	500/9446/4
Level 3 Certificate in Worldwide Travel and Tourism Destinations	4876-37	500/9441/5
Level 3 Certificate in UK Travel and Tourism Destinations	4876-41	500/9443/9
Level 3 Certificate in Travel Services (Technical Certificate for Apprenticeship)	4876-38	500/9738/6
Level 3 Diploma in Travel and Tourism	4876-39	500/9427/0
Level 3 Extended Diploma in Travel and Tourism	4876-40	501/0636/3

Version and date	Change detail	Section
1.8 July 2014	Removed references to Exodus Travel	**Units**

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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	Last registration date	Last certification date
Level 3 Award in Special Interest Holidays and Independent Travel	4876-93	501/0939/X	31/07/2013	31/07/2016
Level 3 Award in Holiday Park Hosts	4876-93	501/0937/6	31/07/2013	31/07/2016
Level 3 Award in Ski Chalet Hosts	4876-93	501/0938/8	31/09/2014	31/09/2017
Level 3 Certificate in Hosting Ski Chalets	4876-30	500/9462/2	31/12/2012	31/07/2015
Level 3 Certificate in Holiday Representatives	4876-31	500/9605/9	31/12/2012	31/07/2015
Level 3 Certificate in Travel and Tourism Destinations	4876-32	500/9440/0	31/12/2012	31/07/2015
Level 3 Certificate in Retail Travel	4876-33	500/9445/2	31/12/2012	31/07/2015
Level 3 Certificate in UK Tourism	4876-34	500/9463/4	31/12/2012	31/07/2015
Level 3 Certificate in Developing Tour Operator Products	4876-35	500/9442/7	31/12/2012	31/07/2015
Level 3 Certificate in Adventure Tourism Development	4876-36	500/9446/4	31/12/2012	31/07/2015
Level 3 Certificate in Worldwide Travel and Tourism Destinations	4876-37	500/9441/5	31/12/2012	31/07/2015
Level 3 Certificate in UK Travel and Tourism Destinations	4876-41	500/9443/9	31/12/2012	31/07/2015
Level 3 Certificate in Travel Services (Technical Certificate for Apprenticeship)	4876-38	500/9738/6	31/12/2012	31/07/2015
Level 3 Diploma in Travel and Tourism	4876-39	500/9427/0	31/12/2012	31/07/2015
Level 3 Extended Diploma in Travel and Tourism	4876-40	501/0636/3	31/12/2012	31/07/2015

Area	This qualification…
Who is the qualification for?	…meets the needs of candidates who work or want to work as a Holiday Centre/Worker Manager, Holiday Representative, Tour Guide, Tourist Information Centre Assistant, Travel Agent in the travel and tourism sector
What does the qualification cover?	…allow 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?	… the Level 3 Certificate in Travel Services serves as a technical certificate, in the travel industry Apprenticeship framework.
Why has the qualification been developed?	… provides valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupational competence. …replaces the City & Guilds Level 3 Advanced National Diploma in Travel and Tourism (4873) which expires on 31/12/2010.

1.1 Qualification structure

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for diploma	Credit value
K/601/3371	Unit 301	Worldwide travel and tourism destinations	Optional	15
Y/601/3303	Unit 303	Promotions and sales in travel and tourism	Mandatory	7
H/601/3319	Unit 304	Principles of marketing for travel and tourism	Optional	8
M/601/3372	Unit 306	Travel insurance	Optional	3
Y/601/3320	Unit 308	Development of tour operators' products and services	Optional	8
J/601/3328	Unit 309	Special interest holidays and independent travel	Optional	7
A/601/3374	Unit 310	Arranging business travel	Optional	10
J/601/3331	Unit 311	Applied business travel skills	Optional	3
K/601/3340	Unit 312	Travel and tourism destinations - England	Optional	5
M/601/3341	Unit 313	Travel and tourism destinations - Scotland	Optional	4
T/601/3342	Unit 314	Travel and tourism destinations - Ireland	Optional	4
A/601/3343	Unit 315	Travel and tourism destinations - Wales	Optional	4
D/601/3383	Unit 316	Air fares and ticketing – Learn Travel	Optional	10

F/601/3344	Unit 317	Overseas representatives	Optional	4
J/601/3345	Unit 318	Overseas resort operations	Optional	4
L/601/3346	Unit 319	Planning and delivering guided tours	Optional	8
D/601/3349	Unit 320	Holiday park hosts	Optional	7
Y/601/3351	Unit 322	Ski chalet hosts	Optional	7
T/601/6550	Unit 323	Conferences and events	Optional	10
H/601/3353	Unit 324	Developing people in travel and tourism	Mandatory	11
K/601/3354	Unit 325	Ancillary sales and services	Optional	1
M/601/3355	Unit 326	Travel and tourism legislation	Optional	1
A/601/3357	Unit 328	Foreign exchange	Optional	1
J/601/6553	Unit 330	Package holidays	Optional	2
F/601/3358	Unit 331	Respond to emergency and problem situations in tourism destinations	Optional	1
J/600/9683	Unit 336	Air fares and ticketing – CTH Awards	Optional	10
Y/103/2883	Unit 338	Global Distribution Systems– Galileo	Optional	7

J/601/3359	Unit 340	Farm and rural tourism in the UK	Optional	7
F/601/3361	Unit 341	Worldwide adventure tourism	Optional	7
J/601/3362	Unit 342	Tourism in the UK	Optional	8
K/600/9496	Unit 343	Investigating the cruise industry	Optional	5
L/600/1066	Unit 344	Principles of supervising customer service performance in hospitality, leisure, travel and tourism	Optional	2

4876-93
LEVEL 3 AWARD IN TRAVEL AND TOURISM
(All stand alone qualifications)

Unit 308 Award in Development of tour operators products and services (8 credits)	Unit 309 Award in Special interest holidays and independent travel (7 credits)	Unit 319 Award in Planning and delivering guided tours (8 credits)
Unit 320 Award in Holiday park hosts (7 credits)	Unit 322 Award in Ski chalet hosts (11 credits)	Unit 325 Award in Ancillary sales and services (1 credit)
Unit 340 Award in Farm and rural tourism in the UK (7 credits)	Unit 341 Award in Worldwide adventure tourism (8 credits)	

LEVEL 3 CERTIFICATE IN TRAVEL AND TOURISM
(All stand alone qualifications)

4876-30 Certificate in Hosting Ski Chalets (15 credits)	4876-31 Certificate in Holiday Representatives (18 credits)	4876-32 Certificate in Travel and Tourism Destinations (28 credits)
4876-33 Certificate in Retail Travel (15 credits)	4876-34 Certificate in UK Tourism (36 credits)	4876-35 Certificate in Developing Tour Operator Products (22 credits)
4876-36 Certificate in Adventure Tourism Development (23 credits)	4876-37 Certificate in Worldwide Travel and Tourism Destinations (15 credits)	4876-41 Certificate in UK Travel and Tourism Destinations (13 credits)
	4876-38 Certificate in Travel Services (Technical certificate for Apprenticeship)	

LEVEL 3 DIPLOMA IN TRAVEL AND TOURISM
7 mandatory credits from:

Unit 303
Promotions and sales
in travel and tourism
(7 credits)

47 credits from:

Unit 301 Worldwide travel and tourism destinations (15 credits)	Unit 304 Principles of marketing for travel and tourism (8 credits)	Unit 306 Travel insurance (3 credits)	Unit 308 Development of tour operators' products and services (8 credits)	Unit 309 Special interest holidays and independent travel (7 credits)
Unit 310 Arranging business travel (10 credits)	Unit 311 Applied business travel skills (3 credits)	Unit 312 Travel and tourism destinations – England (5 credits)	Unit 313 Travel and tourism destinations – Scotland (4 credits)	Unit 314 Travel and tourism destinations – Ireland (4 credits)
Unit 315 Travel and tourism destinations – Wales (4 credits)	Unit 316 Air fares and ticketing (10 credits)	Unit 317 Overseas representatives (4 credits)	Unit 318 Overseas resort operations (4 credits)	Unit 319 Planning and delivering guided tours (8 credits)
Unit 320 Holiday park hosts (7 credits)	Unit 322 Ski chalet host (7 credits)	Unit 323 Conference and events (10 credits)	Unit 324 Developing people in travel and tourism (11 credits	Unit 325 Ancillary sales and services (1 credit)
Unit 326 Travel and tourism legislation (1 credit)	Unit 328 Foreign exchange (1 credit)	Unit 330 Package holidays (2 credits)	Unit 331 Respond to emergency problem situations in tourism destinations (1 credit)	Unit 338 Global Distribution Systems (7 credits)
Unit 340 Farm and rural tourism in the UK (7 credits)	Unit 341 Worldwide adventure tourism (7 credits)	Unit 342 Tourism in the UK (8 credits)	Unit 343 Investigating the cruise industry (5 credits)	Unit 344 Principles of supervising customer service performance in hospitality, leisure, travel and tourism (2 credits)

LEVEL 3 EXTENDED DIPLOMA IN TRAVEL AND TOURISM
11 mandatory credits from:

Unit 324
Developing people in travel and tourism
(11 credits)

94 credits from:

Unit 301 Worldwide travel and tourism destinations (15 credits)	Unit 303 Promotions and sales in travel and tourism (7 credits)	Unit 304 Principles of marketing for travel and tourism (8 credits)	Unit 306 Travel insurance (3 credits)	Unit 308 Development of tour operators' products and services (8 credits)
Unit 309 Special interest holidays and independent travel (7 credits)	Unit 310 Arranging business travel (10 credits)	Unit 311 Applied business travel skills (3 credits)	Unit 312 Travel and tourism destinations – England (5 credits)	Unit 313 Travel and tourism destinations – Scotland (4 credits)
Unit 314 Travel and tourism destinations – Ireland (4 credits)	Unit 315 Travel and tourism destinations – Wales (4 credits)	Unit 316 Air fares and ticketing (10 credits)	Unit 317 Overseas representatives (4 credits)	Unit 318 Overseas resort operations (4 credits)
Unit 319 Planning and delivering guided tours (8 credits)	Unit 320 Holiday park hosts (7 credits)	Unit 322 Ski chalet host (7 credits)	Unit 323 Conference and events (10 credits)	Unit 325 Ancillary sales and services (1 credit)
Unit 326 Travel and tourism legislation (1 credit)	Unit 328 Foreign exchange (1 credit)	Unit 330 Package holidays (2 credits)	Unit 331 Respond to emergency problem situations in tourism destinations (1 credit)	Unit 338 Global Distribution Systems (7 credits)
Unit 340 Farm and rural tourism in the UK (7 credits)	Unit 341 Worldwide adventure tourism (7 credits)	Unit 342 Tourism in the UK (8 credits)	Unit 343 Investigating the cruise industry (5 credits)	Unit 344 Principles of supervising customer service performance in hospitality, leisure, travel and tourism (2 credits)

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

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.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 3 Advanced National Diploma in Travel and Tourism (4873) will receive automatic approval for the new Level 3 Award/Certificate/Diploma/Extended Diploma in Travel and Tourism (4876-93/30/31/32/33/34/35/36/37/38/39/40/41), which will be made available from 01 September 2010.

2.1 Resource requirements

Human resources

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

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

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

Continuing professional development (CPD)

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

2.2   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
301	Worldwide travel and tourism destinations	City & Guilds GOLA Online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
303	Promotions and sales in travel and tourism	Assignment 4876-303 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 Stock code: EN034876 www.cityandguilds.com
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 Stock code: EN034876 www.cityandguilds.com
306	Travel insurance	City & Guilds GOLA Online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
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 Stock code: EN034876 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 Stock code: EN034876 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.	Dated exam to be ordered via the Walled Garden
311	Applied business travel	Assignment 4876-311 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 Stock code: EN034876 www.cityandguilds.com
312	Travel and tourism destinations - England	City & Guilds GOLA Online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
313	Travel and tourism destinations - Scotland	City & Guilds GOLA Online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
314	Travel and tourism destinations - Ireland	City & Guilds GOLA Online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
315	Travel and tourism destinations - Wales	City & Guilds GOLA Online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
316	Air fares and ticketing	Short-answer 4876-316 Short-answer question paper (on demand/paper based)	

Unit No.	Title	Assessment Method	Where to obtain assessment materials
317	Overseas representatives	Assignment 4876-317 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 Stock code: EN034876 www.cityandguilds.com
318	Overseas resort operations	Assignment 4876-318 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 Stock code: EN034876 www.cityandguilds.com
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 Stock code: EN034876 www.cityandguilds.com
320	Holiday park hosts	Assignment 4876-320 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 Stock code: EN034876 www.cityandguilds.com
322	Ski chalet hosts	Assignment 4876-322 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 Stock code: EN034876 www.cityandguilds.com
323	Conferences and events	Assignment 4876-323 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 Stock code: EN034876 www.cityandguilds.com

Unit No.	Title	Assessment Method	Where to obtain assessment materials
324	Developing people in travel and tourism	Assignment 4876-324 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 Stock code: EN034876 www.cityandguilds.com
325	Ancillary sales and services	City & Guilds GOLA Online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
326	Travel and tourism legislation	City & Guilds GOLA Online multiple choice test **or** City & Guilds short answer questions test (use 4876-626 for results entry) The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA. Assessment pack Stock code: EN034876 www.cityandguilds.com
328	Foreign exchange	Assignment 4876-328 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 Stock code: EN034876 www.cityandguilds.com
330	Package holidays	Assignment 4876-330 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 Stock code: EN034876 www.cityandguilds.com
331	Respond to emergency and problem situations in tourism destinations	Assignment 4876-331 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 Stock code: EN034876 www.cityandguilds.com
338	Global Distribution Systems – Galileo	Short-answer 4876-338 Short-answer question paper (on demand/paper based)	

Unit No.	Title	Assessment Method	Where to obtain assessment materials
340	Farm and rural tourism in the UK	Assignment 4876-340 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 Stock code: EN034876 www.cityandguilds.com
341	Worldwide adventure tourism	Assignment 4876-341 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 Stock code: EN034876 www.cityandguilds.com
342	Tourism in the UK	Assignment 4876-342 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 Stock code: EN034876 www.cityandguilds.com
343	Investigating the cruise industry	Assignment 4876-343 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 Stock code: EN034876 www.cityandguilds.com
344	Principles in supervising customer service in hospitality, leisure, travel and tourism	Assignment 4876-344 Short answer questions	Assessment pack Stock code: EN034876 www.cityandguilds.com
399	Travel and Tourism Destinations UK	City & Guilds GOLA Online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.

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 325:   Ancillary sales and services
Duration: 70 mins

Unit number	Outcome	No. of questions	%
325	1 Understand ancillary products and services for travel and tourism customers	14	54
	2 Understand how to provide ancillary products and services to customers	12	46
	Total	26	100

Unit 326:   Travel and tourism legislation
Duration: 60 mins

Unit number	Outcome	No. of questions	%
326	1 Understand package travel, package holidays and package tours regulations	18	70
	2 Understand legislation that applies to the UK Travel and Tourism industry	8	30
	Total	26	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 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 (Angola, 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 (ie the Pyramids) with countries (ie 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 (2003), Columbus Publishing • Tourist Attractions and Events of the World (2001), Columbus Publishing	
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 303 Promotions and sales in travel and tourism

Level: 3
Credit value: 7
UAN number: Y/601/3303

Unit aim
The aim of this unit is to provide the candidate with an awareness of promotional activities in the travel and tourism industry and the skills needed to sell products and services to customers.

This unit introduces candidates to sales and promotions within the travel and tourism industry. The travel and tourism industry relies on the sale of its goods and services for its income and the marketing of these products and services is paramount if customers are to be attracted to buy. Selling skills are vital to many roles in travel and tourism, and in many cases, employees are expected to actively sell to customers and work to sales targets. This unit provides candidates with the opportunity to demonstrate practical skills and to gain an understanding of the importance of selling in travel and tourism.

The unit begins by providing candidates with an overview of marketing and promotional activities which travel and tourism organisations undertake. Candidates then examine stages of the sales process and effectiveness of different mediums. They then move on to present, sell and conclude sales of travel and tourism products to customers.

Finally, the unit looks at after sales service in travel and tourism, investigating its role, purpose and importance to organisations and their customers.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Understand promotional activities for travel and tourism products and services
2. Be able to sell travel and tourism products and services
3. Understand how to close a sale for travel and tourism products and services
4. Understand after sales service in travel and tourism

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 303 Promotions and sales in travel and tourism

Outcome 1 Understand promotional activities for travel and tourism products and services

Assessment Criteria

Knowledge

The learner can:

1. explain the importance to travel and tourism organisations of **promotional activities** for their products and services
2. describe **promotional activities** used for travel and tourism products and services
3. explain the use of **AIDA** in **promotional activities**
4. explain how **travel and tourism organisations** select the most effective **promotional activities** for their products and services
5. describe the advantages and disadvantages of advertising **media**
6. explain the importance of evaluating the effectiveness of **promotional activities**.

Range

Promotional activities

Brochures, advertising, public relations (any form of non-personal paid communication such as newspaper, internet, radio, direct mail and TV directed toward the general public), point of sales materials (window cards and displays, posters, leaflets, presentations)

AIDA

Attention, Interest, Desire, Action

Travel and tourism organisations

Travel services (leisure, business, call centres), tourist services, visitor attractions, youth hostels, holiday parks, transport, events, gambling, youth hostels, self-catering, holiday parks, hospitality services, hotels, restaurants, pubs, bars, nightclubs, contract-catering, membership clubs

Media

TV, radio, cinema, print, electronic, outdoor

Unit 303 Promotions and sales in travel and tourism

Outcome 2 Be able to sell travel and tourism products and services

Assessment Criteria
Practical skills
The learner can:
1. **sell** travel and tourism **products and services** to customers.

Knowledge
The learner can:
1. describe the **key stages** of the sale process
2. describe sales **techniques** used to establish customers' **wants and needs**
3. explain the importance of selecting products which meet customers' **wants and needs**
4. explain how to **sell products and services** linked to promotional activities
5. identify **product knowledge** required to **sell** travel and tourism **products and services** to customers
6. explain the importance of using **resources** to aid **product knowledge**
7. explain the effectiveness of **different sales mediums**.

Range
Sell
Face to face, by telephone, in writing

Products and services
Holidays, transportation, accommodation, tours, catering, car- hire, insurance, foreign exchange, guides, maps, books, tickets, passports, visas, health information, local tourist information, directions, bookings

Key stages
Present, sell, close

Techniques
Open and closed questioning, active listening, hearing, sales conversation

Wants and needs
What the customer would like, what the customer must have

Product knowledge
Facts, information and data about the products and services being sold, awareness of promotional activities

Resources
Brochure, leaflets, maps, manual gazetteers, own knowledge, colleagues' knowledge, computer based resources

Different sales mediums
Face to face, telesales, Internet

Unit 303 Promotions and sales in travel and tourism

Outcome 3 Understand how to close a sale for travel and tourism products and services

Assessment Criteria

Knowledge

The learner can:

1. describe the **key stages** involved in closing a sale
2. explain how to overcome customers' **objections**
3. explain the importance of offering alternative products and services to customers
4. explain how to **increase the value** of a sale.

Range

Keys stages

Methods to clarify queries: Summarising, encouragement, smiling, positive body language, silence

Customer buying signals: Smiling, leaning forward, nodding, increased eye contact, agreeing, money presented

Commitment: Take payment, signed forms, saying yes

Objections

Reasons not to buy (eg price, dates, purpose, facilities, location)

Increase the value

Linking to promotional activities, selling up (eg higher grade hotel, longer duration, extra facilities), Additional and ancillary products and services (eg car hire, car parking, transport to departure point, passport and visa service, travellers cheques, maps, guide books)

Unit 303 Promotions and sales in travel and tourism

Outcome 4 Understand after sales service in travel and tourism

Assessment Criteria

Knowledge

The learner can:

1. explain the importance of providing an after sales service
2. describe **activities** relating to after sales service in travel and tourism organisations
3. explain the **benefits** of an after sales service in travel and tourism organisations.

Range

Activities

Provide additional information, complaints, follow ups, next sale, customer loyalty, market research

Benefits

To the customer: Complaints resolutions, discounts, information

To the organisation: Customer loyalty, customer base, market research

Unit 303   Promotions and sales in travel and tourism
Notes for guidance

Suggested good practice

It should be recognised that those working towards Sales and Promotions in Travel and Tourism at level 3 may fall into one of several brackets. Candidates may have already completed a level 2 award and are progressing to level 3. Candidates may have joined a programme of study directly at level 3 or they may already be working within the travel and tourism industry and are undertaking a customer contact role. By whatever path a candidate comes to be studying Sales and Promotions in Travel and Tourism at level 3 it is vital that they understand the basics before progressing.

Whilst delivering and assessing the outcomes, it is important to focus on current sales and promotional issues within the Travel and Tourism industry. It should be made clear to candidates that good selling skills are essential to the industry and are that this is one of the things that differentiate one provider from another and one person from another. It should be made clear to candidates that good sales and promotional skills are essential to the financial success of a business and that being able to demonstrate such skills is vital for the candidate's future employment prospects.

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 as customers are always a good starting point. Teachers should give examples from their own experience and encourage candidates to become observers of sales people whilst outside the formal learning environment. As candidates become more aware of the basics of what customers should expect, they become more critical of what they observe, which will heighten their self-awareness.

Role-play, within a travel and tourism context, is an excellent way of building confidence in advance of a work placement and will help candidates put theory into practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, it is strongly recommended that, wherever possible, candidates be given access to real working practice in the travel and tourism industry.

Practical work experience will be of benefit for candidates to demonstrate their abilities in a real life environment and build their confidence. Work placements in local travel agencies, tourist offices or tour operation environments where access to the public is possible should be encouraged. Visits to airports, visitor attractions, tourism shows and conferences should be encouraged.

Where practical work experience is not possible, simulated situations should be used. It is essential they are conducted within a travel and tourism context and reinforce the attitude, behaviour and skills required to work within the industry successfully.

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	• Bryant C. L., Isaac R. and Poole T – Travel Selling Skills (South Western College Publishing 1992) ISBN 0538705531	
	• Carlaw P. and Deming V. K. – Big Book of Sales Games (McGraw Hill Education 1999) ISBN 0071343369	
	• Coen D – Friendly Persuasion: Dynamic Telephone Sales Training and Techniques for the 21st Century (Access Publishers Network 1999) ISBN 0966043618	
	• Gitomer J. – The Sales Bible (John Wiley and Sons Inc. 2003) ISBN 0471456292	
	• Runyard S and French Y – Marketing and Public Relations Handbook for Museums, Galleries and Heritage Attractions (Altamira Press 2000) ISBN 0742504077	
	• Trooboff S, Schwartz R and MacNeill D – Travel Sales and Customer Service (Irwin 1995) ISBN 0256154554	
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	There are a wide variety of selling skills videos available. Many travel and tourism companies produce their own as part of their sales training courses.	
Websites	www.isp.org.uk	**Institute of sales promotion**
	www.iops.co.uk	Institute of Professional Sales
	www.bbc.co.uk/education/lzone	BBC Learning Zone

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 (ie 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 (eg 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, eg 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 eg 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 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** **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 Press) • 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 311 Applied business travel skills

Level: 3
Credit value: 3
UAN number: J/601/3331

Unit aim

The aim of this unit is to allow candidates to apply the skills and knowledge required by those employed in the business travel sectors.

Learning outcomes

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

1. Be able to book business travel
2. Be able to provide administrative services for business travel
3. Be able to build and maintain effective working relationships in business travel

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 assignment covering practical skills and knowledge.

Unit 311   Applied business travel skills

Outcome 1   Be able to book business travel

Assessment Criteria
Practical skills
The learner can:
1. access and retrieve **information** from **suppliers** using available **systems** correctly
2. make bookings relevant to passengers' needs and requests
3. request **special services** from **suppliers**
4. produce **documentation** in respect of appropriate printing/ticketing machines linked to a GDS
5. check the correct sequence of ticket numbers are loaded into the ticket printer
6. maintain the correct procedures for void and cancelled tickets
7. merge **profiles** with a passenger name record (PNR)
8. maintain **membership numbers** when effecting reservations or issuing documents.

Range
Information
Country, city, airport, airlines, availability, accommodation, vehicle rental, vehicle carrying, passport, visa and health, currencies, weather

Suppliers
Airlines, accommodation providers, rail operators, vehicle rental companies, vehicle carrying companies, currency specialists, passport and visa specialists

Systems
Global Distribution System, telephone, facsimile, e-mail, Internet, Intranet

Special services
Wheelchair assistance, specific meals, seat allocation, meet-and-greet, etc

Documentation
Itinerary, invoice, ticket, voucher, confirmation letter

Profiles
Corporate client and business traveller

Membership numbers
Loyalty, privilege and frequent user cards

Unit 311   Applied business travel skills

Outcome 2   Be able to provide administrative services for business travel

Assessment Criteria
Practical skills
The learner can:
1. follow the correct **procedures** when handling **problems** arising from bookings
2. produce **effective** written business **communications** with other **parties**
3. **accept** and process payments for travel management services using acceptable methods of payment
4. calculate **refunds** due on unused or partially used **services**
5. apply the correct charges as determined by the supplier
6. issue necessary refund **documentation**
7. ensure automated refund is credited correctly against the **transaction**.

Range
Procedures
Gather information, maintain courteous service, make customer aware of next step and the time frame, take the complaint forward within the office

Problems
Booking errors, complaints, actions taken outside service level agreements

Effective
Neat presentation, correct format to office standard, concise details, accurate spelling and grammar, avoiding ambiguous information, meeting travel policy, service level agreements

Communications
Letters, e-mail, facsimile

Parties
Colleagues, internal customers, external customers, external suppliers

Accept
By telephone, face-to-face, email, authority form

Refunds
Partial, full, no refund

Services
Air reservations and tickets, accommodation, UK rail, vehicle rental, vehicle carrying, currency, passport and visa charges

Documentation
Manual, automated

Transaction
Correct purchaser, including credit/charge/direct debit/ lodged card transactions

Unit 311   Applied business travel skills

Outcome 3   Be able to build and maintain effective working relationships in business travel

Assessment Criteria

Practical skills

The learner can:

1. build and maintain professional **relationships** with other **parties**
2. **communicate** effectively with colleagues, clients and suppliers of business travel services
3. demonstrate an awareness of the functions of other departments in the organisation
4. maintain agreed service levels
5. adhere to the corporate client's travel policy.

Range

Relationships

Within company guidelines, maintaining and adhering to internal procedures or internal Service Level Agreements, co-operating with colleagues, answering queries promptly, co-operating in fact gathering, demonstrating awareness of the functions of other departments

Parties

Colleagues, internal customers, external customers, external suppliers

Communicate

Face-to-face, telephone, e-mail

Unit 311　　　Applied business travel skills
Notes for guidance

Suggested good practice

It should be recognised that those working towards Applied Business Travel skills 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 Applied Business Travel skills at level 3 it is vital that they understand the basics before progressing. The delivery of the unit should involve lots of research by the candidate and should lead to plenty of discussion of 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.

Candidates will need access to 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.

To achieve this unit, candidates must be provided with opportunity to undertake a period of work experience in a Business Travel Centre or other Business travel Office. Alternatively, they may be working part or full time within such an environment. The Guild of Travel Management Companies can assist with this, where appropriate, and available.

Candidates achieving this unit along with Unit 310 Business Travel Practices and Air Fares and Ticketing can also apply to the GTMC to receive the GTMC Consultant Certificate in Business Travel.

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 Press) • 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	
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 (ie the Houses of Parliament) with cities (ie 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 (2003), Columbus Publishing • Tourist Attractions and Events of the World (2001), Columbus Publishing
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 (ie Deep Sea World) with towns or cities (ie 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 (2003), Columbus Publishing • Tourist Attractions and Events of the World (2001), Columbus Publishing	
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 (ie the Guinness Factory) with cities (ie 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 (2003), Columbus Publishing • Tourist Attractions and Events of the World (2001), Columbus Publishing

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 (ie Techniquest) with cities (ie 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 (2003), Columbus Publishing • Tourist Attractions and Events of the World (2001), Columbus Publishing
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	Carmarthanshire

Unit 316/336 Air fares and ticketing

Level: 3
Credit value: 10
UAN number: D/601/3383

Unit aim

The aim of this unit is to provide the candidate with the skills required to complete fare constructions for complex routings.

Learning outcomes

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

1. Understand airfare terms and definitions
2. Be able to construct fares for journeys that include more than one class
3. Be able to construct fares for journeys that are via a city which has a higher fare
4. Be able to construct fares for journeys that include visiting the same city more than once
5. Be able to construct Special Fares using the mileage system
6. Be able to calculate backhaul and circle trip minimum checks
7. Be able to construct fares using various breakpoints

Guided learning hours

It is recommended that **70** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit relates to the following NOS for Travel and Tourism TT27 Sell multi-sector air travel

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 written paper (short-answer).

Unit 316/336   Air fares and ticketing

Outcome 1   Understand airfare terms and definitions

Assessment Criteria
Knowledge
The learner can:
1. interpret and apply IATA fare rules and restrictions

Unit 316/336   Air fares and ticketing

Outcome 2   Be able to construct fares for journeys that include more than one class

Assessment Criteria
Practical skills

The learner can:
1. construct mixed class fares for single sector differentials in linear/automated format
2. construct mixed class fares for multi-sector differentials in linear/automated format.

Knowledge

The learner can:
1. distinguish between applicable fare types for single sector differentials
2. distinguish between applicable fare types for multi-sector differentials
3. explain how to construct mixed class fares
4. explain why mixed class fares are used for air travellers.

Unit 316/336 Air fares and ticketing

Outcome 3 Be able to construct fares for journeys that are via a city which has a higher fare

Assessment Criteria
Practical

The learner can:
1. construct fares for higher intermediate points in linear/automated format.

Knowledge

The learner can:
1. define the relevance of higher intermediate points
2. explain how higher intermediate points are used in constructing fares
3. interpret information to identify the construction of fares using higher intermediate points.

Unit 316/336   Air fares and ticketing

Outcome 4   Be able to construct fares for journeys that include visiting the same city more than once

Assessment Criteria

Practical skills

The learner can:

1. construct **fares** that involve limitation of indirect travel in linear/automated format.

Knowledge

The learner can:

1. explain what the meaning of limitation of indirect travel
2. explain how limitation of indirect travel is used to calculate fares
3. explain the importance of ensuring correct routing information is available to inform fare calculations.

Range

Fares

One-way, return

Unit 316/336   Air fares and ticketing

Outcome 5   Be able to construct Special Fares using the mileage system

Assessment Criteria

Practical skills

The learner can:

1. construct special fares using the mileage systems and apply appropriate **restrictions** in linear/automated format.

Knowledge

The learner can:

1. explain what is classed as special fares
2. explain how to calculate special fares using the mileage system
3. explain how **restrictions** are applied to special fare calculations.

Range

Restrictions

Open-jaw, stopovers

Unit 316/336 Air fares and ticketing

Outcome 6 Be able to calculate backhaul and circle trip minimum checks

Assessment Criteria
Practical skills

The learner can:

1. calculate and apply (as appropriate) a **backhaul** check as a minimum fare construction check for a one-way fare
2. calculate and apply (as appropriate) a **circle trip** as a minimum fare construction check for a return fare.

Knowledge

The learner can:

1. explain how to conduct a one-way **backhaul** check
2. explain how to conduct a **circle trip** check.

Range
Backhaul

A one-way fare may not be less than the difference between the highest fare from origin and the origin destination fare, added to the highest fare from origin

Circle trip

A return fare may not be less than the highest return fare from origin.

Unit 316/336   Air fares and ticketing

Outcome 7   Be able to construct fares using various breakpoints

Assessment Criteria
Practical skills
The learner can:
1.   construct **fares over 25M** in both linear and automated format.

Knowledge
The learner can:
1.   explain how to construct **fares over 25M** with the lowest combination principle
2.   explain how to apply one way sub journey checks (OSC) for normal fares
3.   explain how to apply return sub journey checks (RSC) for normal fares
4.   explain how to construct fares for journeys with **surface break**
5.   explain how to price **surface break** journeys according to actual routing flown or close the gap
6.   identify **industry expectations** to one way and return sub journey checks
7.   explain **permissible surface sectors**.

Range
Fares over 25M
Lowest combination principle; slicing/dicing journeys

Surface Break
Surface break ticketed point mileage check (SBTC)

Industry Expectations
Country exceptions, carrier exceptions

Permissible surface sectors
Example: La Paz – Cuzco, Dusseldorf - Cologne

Unit 316/336   Air fares and ticketing

Notes for guidance

Note 1; Fare calculation boxes to be shown in both automated and linear format, or only linear format, as and when appropriate

Suggested good practice
Candidates working towards the City & Guilds Level 3 Air Fares and Ticketing will have already completed Level 3 and therefore the approach on delivery of this unit should be one of candidates will have acquired knowledge at a lower level.

Details of organisations providing training packs for this unit can be found in the **Suggested resources** section.

It is essential that any tutor planning on delivering this unit has achieved a similar Level 3 qualification and is up-to date with current industry standards. Regular updates, training sessions and sample materials are also provided by organisations who offer the support materials.

This unit should be delivered in a structured way allowing candidates plenty of opportunity to practice exercises. Candidates should be encouraged to keep a careful record of notes and examples completed throughout the course, which they can use as reference during assessment.

Any candidate successfully completing this level 3 will have the ability to construct and calculate complex fares on a range of given itineraries.

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:

TTC Passport into Air (PA2)
GBTA/Virgin (VA2)
Columbus Worldwide Atlas

Resource	Title/How to access
Books	• Semer-Purzycki, J (1993) Practical Guide to Fares & Ticketing, Delmar publishing
	• Davidoff, P (1995) Air Fares & Ticketing, Delmar Publishing
	• Sorenson, H (1994) International Air Fares: Construction & Ticketing, Delmar Publishing
Periodicals and other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin)
	• Selling Long Haul Magazine
	• Holiday Which
	• ABTA magazine
	• Holiday brochures

	• DG & G Guides • Insights • IATA Ticketing Handbook	
Websites	www.cthcm.com	**CTHCM**
	www.ttctraining.co.uk	TTC Training
	www.gtmc.co.uk	Guild of Travel Management Companies
	www.learntravel.co.uk	Learn Travel
	www.iata.org.uk	International Air Transport Association

Unit 317 Overseas representatives

Level: 3
Credit value: 4
UAN number: F/601/3344

Unit aim

The aim of this unit is to provide learners with an understanding of the knowledge and skills required by overseas representatives in planning, organising and monitoring the quality of a weekly programme of activities for customers. It will prepare learners' for employment with a tour operator in-resort. Learners will review the responsibilities of representatives for ensuring customers enjoy their holidays and for ensuring that resort colleagues are trained on a weekly programme of activities.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Be able to organise weekly excursion programmes for customers in resorts
2. Be able to train resort staff on weekly excursion programmes
3. Understand how to evaluate excursion programmes

Guided learning hours

It is recommended that **31** 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 317   Overseas representatives

Outcome 1   Be able to organise weekly excursion programmes for customers in resorts

Assessment Criteria
Practical skills
The learner can:
1. plan weekly **excursion** programmes.

Knowledge
The learner can:
1. identify **sources of information** available to plan excursions
2. describe excursions available in different **holiday resorts**
3. explain the attraction of excursions to different groups of **customers**
4. describe **methods** used to promote excursions to customers
5. identify **considerations** when selecting methods to promote excursions to customers.

Range
Excursion
Sightseeing, shopping, cultural, sports, adventure, safari, entertainment, daytime, evening, full-day, half-day, different price categories

Sources of information
Brochures, tour operators, tourist boards, internet, colleagues, customers

Holiday resorts
Beach, city, lakes and mountains, winter sports

Customers
Elderly, young people, families, single people, disabled, with special interests

Methods
Glossy leaflets, photographs, descriptions of content, maps, briefing at welcome meeting, resort display board

Considerations
Target market, budget, holiday resort, type of excursion

Unit 317   Overseas representatives

Outcome 2   Be able to train resort staff on weekly excursion programmes

Assessment Criteria
Practical skills
The learner can:
1. plan training sessions on weekly **excursion programmes**
2. deliver training to resort staff on weekly **excursion programmes**
3. evaluate **training** sessions.

Knowledge
The learner can:
1. explain the importance of **planning** a training session
2. identify the **content** of a training session for resort staff on weekly excursion programmes
3. identify **materials** to support the training
4. explain the importance of in-resort staff attending excursions
5. explain **factors** to be considered when scheduling staff attendance on excursions
6. explain **methods** of evaluating **training** sessions.

Range
Excursion programmes
Sightseeing, shopping, cultural, sports, adventure, safari, entertainment, daytime, evening, full-day, half-day, different price categories

Training
Presentation content, features and benefits of excursions, practical information for in-resort staff on timings, suitable clothing, transport arrangements, suitability for different customers

Planning
Timings, delivery methods, learning styles, learning activities, support materials, review of learning, feedback

Content
Weekly excursion programmes (features and benefits, costs, timings, duration, restrictions, suitability

Materials
Descriptive notes, itineraries, photographs, audio/visual aids,

Factors
Select relevant staff, staff rota, staff availability, venue

Methods
Written questionnaire, verbal feedback, written feedback

Unit 317   **Overseas representatives**

Outcome 3   Understand how to evaluate excursion programmes

Assessment Criteria

Knowledge

The learner can:
1. explain the importance of evaluating excursion programmes
2. explain the **factors** to be considered when evaluating a programme
3. explain how to overcome identified **shortfalls in quality**
4. explain how evaluation feedback should be used to improve performance.

Range

Factors

Methods (Verbal, written, face-to-face, comment sheet, questionnaire), Timing (immediately after the excursion, at the end of the holiday), Sources (customers, colleagues, sales records), Promotion of excursions

Shortfalls in quality

Inferior transport arrangements, bad time-keeping, uninteresting content, poor guides, poor refreshment stops, poor value for money

Unit 317   Overseas representatives

Notes for guidance

Suggested good practice

This unit provides learner's with an understanding of the knowledge needed to be able to plan an effective programme of activities for holidaymakers in a resort. Reviewing a tour operator's excursion programme from a recent holiday is a good starting point to introduce learners to what operators include for different resorts. A classroom discussion could facilitate this activity by ensuring each candidate can share their experience or that of a friend or relative.

A visit to a tour operator or a guest speaker would further develop understanding of the process and planning procedure. is also suggested that learners are made aware of reasons why it is important to adapt programmes to different cultures and languages and taking into consideration the host community, their cultures and beliefs.

It is important that learners are guided on methods that can be utilised for evaluating excursion programmes when in resort as these maybe different than those used by tour operators for general evaluation of their holiday programme.

Learners should also be taught the fundamental principles of delivering a training session, from initial planning of the content of a programme of activities within a resort, to planning a training session including resources required and how to effectively check that those present understand the content of the activity programme.

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	• Yale, P The business of tour operations, Longman Press • Laws, E Managing Packaged Tourism, Thomson business	
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	
Video	Video clips of specific destinations (as produced by tourist offices) will assist learning	
Websites	www.abta.com	**Association of British Travel Agents**
	www.holidaycomplaint.com	Holiday Complaints
	www.holidaytravelwatch.org	Holiday travel watch
	www.holidaysuncovered.co.uk	Holidays uncovered
	www.thomascook.co.uk	Thomas Cook Holidays
	www.tui.com	World of Tui
	www.bbc.co.uk/watchdog	Watchdog

Various destination websites

Unit 318   Overseas resort operations

Level: 3
Credit value: 4
UAN number: J/601/3345

Unit aim

The aim of this unit is to provide learners with knowledge of how to maintain quality of in-resort operations, products and services. As one responsibility of resort staff is to ensure the quality of products and services that customers use when on holiday, this unit prepares learners for employment in-resort.

Learning outcomes

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

1. Understand how to monitor quality of in-resort operations
2. Understand how feedback is used to improve the standard of supplied products and services

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 assignment covering knowledge.

Unit 318 Overseas resort operations

Outcome 1 Understand how to monitor quality of in-resort operations

Assessment Criteria

Knowledge

The learner can:

1. explain the importance of monitoring standards of **supplied products and services**
2. explain the **roles and responsibilities** of resort staff in providing quality products and services to customers
3. describe **factors** that affect a monitoring schedule
4. outline **components** of a quality checklist
5. explain key features of **legislation** affecting the supply of products and services.

Range

Supplied products and services

Accommodation, flights, food, transport, excursions, as per brochure, facilities, representatives

Roles and responsibilities

Senior representatives and resort management, overseas contracting, brochure accuracy, customer service and welfare

Factors

Frequency; high-risk/low-risk products and services, recurring problems, one-off problems, expected levels of standards in feedback

Components

Cleanliness, safety, security, accessibility, appearance, standard of service

Legislation

Package Travel Regulations, Disability Discrimination Act, Trades Description Act, Supply of Goods and Services Act, Consumer Protection Act, Unfair Contract Terms Act, Fair Trading Act

Unit 318   Overseas resort operations

Outcome 2   Understand how feedback is used to improve the standard of supplied products and services

Assessment Criteria

Knowledge

The learner can:

1. explain the importance of obtaining **feedback** regarding the quality of products and services
2. describe how **feedback** is used to evaluate the quality of products and services
3. explain the potential **effects** of products and services not meeting **required standards**
4. describe the **actions** which may be taken when products and services do not meet required standards
5. explain the importance of promptly resolving **service problems**
6. explain the importance of using the relevant **manner** to communicate recommendations for improvements.

Range

Feedback

From suppliers, customers, colleagues

Effects

Customer claims, loss of good will and reputation, dissatisfaction

Required standards

Low quality, inconvenience to customers; health and safety problems, barrier to sustainable tourism

Actions

Communication and who to contact, frequency of quality monitoring, completion of checklists and reports, recommendations for change

Service problems

Poor quality accommodation, poor quality food or restaurant service, late arrival of promised services, sub-standard outdoor facilities, missing services

Manner

Assertively, tactfully, diplomatically, supportively

Unit 318   Overseas resort operations

Notes for guidance

Suggested good practice

This unit enables learners to gain knowledge and skills required for roles involved in Overseas Resort Operations. Learners should be made aware that, although many of the tasks involved in the roles are generic, many tours operators are likely to have adapted these roles to suit their operations (according to customer, location, size of the operator).

The unit should be delivered in a very practical way. If learners have been on holiday, it is likely that they will have some experience of resort operations. They should be made aware of the long hours of work and of issues involved when working overseas, such as dealing with different cultures and languages.

Ideally, evidence for this unit would be collected by visiting a resort to carry out quality checks, interview customers and make a report of findings to the in-resort tour operations team. However, this is not essential for successful completion of the unit.

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	• Laws, E Managing Packaged Tourism, Thomson business	
	• Laws E Tourism marketing: Service and quality management, Stanley Thornes	
	• Ryan, C Researching tourist satisfaction, Routledge	
Periodicals and other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin)	
	• Selling Long Haul Magazine	
	• Holiday Which	
	• ABTA magazine	
Video	Video clips from websites of customer feedback on holiday disasters will assist learning	
Websites	www.abta.com	**Association of British Travel Agents**
	www.holidaycomplaint.com	Holiday Complaints
	www.holidaytravelwatch.org	Holiday travel watch
	www.holidaysuncovered.co.uk	Holidays uncovered
	www.bbc.co.uk/watchdog	Watchdog

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 (eg 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

Unit 319   Planning and delivering guided tours
Notes for guidance

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

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

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

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

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

Resource	Title/How to access	
Books	• 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 Press 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 320 Holiday park hosts

Level: 3
Credit value: 7
UAN number: D/601/3349

Unit aim

The aim of this unit is to provide the candidate with the knowledge and skills required to help customers whilst on holiday in a holiday park. It also focuses on a key role of preparing the accommodation to meet industry quality standards.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand the requirements for working in a holiday park
2. Understand how to prepare and maintain holiday park accommodation
3. Be able to provide tourist related information
4. Be able to prepare and present a welcome event

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 320   Holiday park hosts

Outcome 1   Understand the requirements for working in a holiday park

Assessment Criteria

Knowledge

The learner can:

1. explain **employment** and **welfare** issues that affect holiday park staff in the UK and Europe
2. explain the **roles and responsibilities** of a holiday park host in the UK and Europe
3. identify **types of location** of holiday parks in the UK and Europe
4. describe differing **seasonal duties** of a holiday park host
5. outline **personal skills/qualities** required to work effectively in a holiday park
6. outline **structures** of tour operator staff working on holiday park sites
7. explain the **recruitment process** for holiday park hosts.

Range

Employment

Company policies relating to contracts of employment, seasonality, insurance, health, repatriation, relationships, travel, training and accommodation, correct documentation including passports, visas, work permits and how to obtain them, medical requirements including vaccinations for different locations, banking arrangements and how to access money overseas, implications of working on a temporary and seasonal basis, the ability to speak different languages, working in an environment with differing local customs and cultures

Welfare

Advantages and disadvantages of living in a holiday centre, realistic view of working as a holiday park host, coping with homesickness, loneliness, basic living conditions, sharing accommodation, living, working and socialising with the same group of people, personal budget, diet, health, sexual liaisons with colleagues and customers, stress, personal safety

Roles and responsibilities

Different categories of overseas staff (eg holiday park host, campsite representative, head representative), the working relationship between the UK and European offices/personnel

Types of location

Seaside, rural

Seasonal duties

Montage, demontage, welcome events, host events, children's club, accommodation maintenance, cleaning

Personal skills/qualities

Second language, communication, problem solving, dealing with crisis, initiative, motivation, Good time management, smart appearance, appropriate behaviour, working unsupervised, working as part of a team

Structures

Working alone, as part of a campsite team, with or without support staff, with other tour operator staff

Recruitment process

Advertisement, completing application forms, selection, interview techniques, job offer

Unit 320   Holiday park hosts

Outcome 2   Understand how to prepare and maintain holiday park accommodation

Assessment Criteria

Knowledge

The learner can:

1. explain why accommodation must be kept cleaned and well maintained
2. describe how to prepare accommodation for customers' arrival
3. explain the importance of **health and safety** when cleaning and maintaining accommodation
4. describe types of **personal protective clothing** to be used when cleaning and maintaining accommodation
5. explain the importance of selecting the correct **cleaning materials**
6. explain the importance of maintaining a stock of **cleaning materials** and **cleaning equipment**
7. describe **procedures** to ensure that accommodation is well maintained
8. explain the impact of **local regulations** on the preparation and maintenance of holiday accommodation.

Range

Health and safety

Spread of infection, manufacturers' instructions on use of chemical cleaning agents, effects on health, safe storage of materials, equipment safety checks

Personal protective clothing

Overalls, goggles, gloves, footwear, headwear

Cleaning materials

Abrasive, non-abrasive, chemicals, bleaches, soap-based

Cleaning equipment

Mops, buckets, chemical cleaning agents, cloths, polish, brushes, dustpans

Procedures

Checks, replacement, repair

Local regulations

Waste disposal, environmental requirements

Unit 320 Holiday park hosts

Outcome 3 Be able to provide tourist related information

Assessment Criteria
Practical skills
The learner can:
1. produce information packs for customers.

Knowledge
The learner can:
1. identify the **types of information** required for customers
2. identify **sources** of tourist information
3. explain the importance of ensuring that information addresses customer needs
4. outline **legislation** that affects information given to customers
5. explain **why it is important** to display **key information** for customers.

Range
Types of information
Country information, general local information, accommodation information, health and safety information, company information, transport information, emergency contacts (eg resort contact, doctors, chemist, emergency services), directions, local attractions, supermarket, markets, shopping areas

Sources
Organisation's specific reference materials, electronic sources, brochures, directories, timetables, maps, guidebooks, free, chargeable

Legislation
Booking conditions, misrepresentation, data protection, disability discrimination, organisation's policies

Why it is important
To project the company image, to keep customers informed, to promote excursions/events

Key information
Check out procedures, excursions, events, representatives, contact details, holiday park information, maintenance information, local information, emergency contacts

Unit 320 Holiday park hosts

Outcome 4 Be able to prepare and present a welcome event

Assessment Criteria
Practical skills

The learner can:

1. prepare welcome events for new arrivals
2. present welcome events to new arrivals
3. obtain customer feedback on welcome events
4. evaluate welcome events.

Knowledge

The learner can:

1. explain the **importance** of the welcome event
2. explain when to have a welcome event
3. identify **what to include** in the welcome event speech
4. describe how to create the right **environment** for the target audience
5. identify information required for **different customers** and **holiday settings**
6. explain the **preparation** required for a welcome event
7. explain how to **follow up** from the welcome event
8. describe how to set success indicators for welcome events
9. explain **methods** that can be used to collect **feedback** for welcome events
10. describe how to analyse **feedback**
11. explain the importance of self-evaluation
12. explain why **feedback** may be useful to **others**.

Range
Importance

To create the right environment for your customers, to introduce self and colleagues, to give information on the accommodation and resort/area, to sell excursions

What to include

Accommodation and destination information, health and safety information, excursions available, local attractions, company information

Environment

Welcoming, ensuring room can accommodate all customers expected, provide refreshments

Different customers

Single people, families, older customers, young people, groups

Holiday settings

Beach resorts, rural settings

Preparation

Check room availability, prepare presentation, check that welcome packs are prepared and sufficient packs are available

Follow up

Booking forms, customer queries

Methods

Written, oral and self evaluation

Feedback

Customer, peer, self-evaluation

Others

Manager, other holiday park hosts, holiday park staff

Unit 320   Holiday park hosts
Notes for guidance

Suggested good practice

This unit enables candidates to gain the knowledge and skills required for the role of
holiday park host. It is important that candidates should be made aware that although many of the tasks involved in the role are generic, many tour operators employing holiday park hosts are likely to have adopted these roles to suit their operations (ie according to customer, location, size of operator).

The unit should be delivered in a very practical way and where possible candidates own experience should be drawn out. If candidates have been on holiday it is likely that they will have some experience of holiday park hosts. Simulations and role-play are encouraged including welcome events, giving information and advice and paperwork. It would be beneficial for candidates to visit a holiday park and have the opportunity to experience the role of the holiday park host in the preparation and maintenance of holiday accommodation.

When explaining how to prepare for employment candidates should be encouraged to explore the range of opportunities available by a variety of tour operators. Specialist holiday park tour operators produce recruitment packs including application forms, job descriptions and details of the recruitment process. Candidates need to be made aware that some operators impose age restrictions on potential employees and candidates should be made aware of other possible progression routes.

Candidates need to be made aware that the role of a holiday park host is often not as glamorous as it is made out to be in television documentaries. Candidates also need to be made aware of the long hours involved and the issues involved when working overseas, often dealing with different cultures and language.

Suggested resources

There are a wide range 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	• Collins, V (1999) Working in Tourism, The UK, Europe and Beyond, 2nd Edition
	• Yale, P (1995) The Business of Tour Operations, Longman Press
	• English, R (2003) Careers in Travel and Tourism, Institute of Travel and Tourism
	• Marks, S (1996) Working as a Holiday Rep, How to Books
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	
Websites	www.abta.com	**Association of British Travel Agents**
	www.eurocamp.co.uk	**Eurocamp**
	www.fto.co.uk	**Federation of Tour Operators**
	www.havenholidays.co.uk	**Haven Holidays**
	www.holidaycomplaint.com	**Holiday Complaints**
	www.holidaytravelwatch.org	**Holiday travel watch**
	www.holidaysuncovered.co.uk	**Holidays uncovered**
	www.bbc.co.uk/watchdog	**Watchdog**

Unit 322 Ski chalet hosts

Level: 3
Credit value: 11
UAN number: Y/601/3351

Unit aim

The aim of this unit is to prepare learners for employment in the role of a ski chalet host. It develops learners understanding and knowledge of the role of the chalet host in providing a hospitable, welcoming and efficient atmosphere in the chalet. It covers aspects of ski chalet management and is suitable for those working alone and running a small ski chalet or those supervising a larger chalet as part of a small team.

Learning outcomes

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

1. Understand how to clean and service ski chalet accommodation
2. Be able to welcome ski chalet guests
3. Be able to provide ski chalet cuisine

Guided learning hours

It is recommended that **92** 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 underpinning knowledge.

Unit 322 Ski chalet hosts

Outcome 1 Understand how to clean and service ski chalet accommodation

Assessment Criteria

Knowledge

The learner can:

1. describe how **health and safety regulations** impact on the **cleaning, servicing** and maintenance operations of accommodation
2. explain the importance of following manufacturer's instructions when using **cleaning agents and equipment**
3. explain the importance of selecting appropriate **cleaning agents** for the **areas, surfaces and furnishings** to be cleaned and serviced in accommodation
4. outline **maintenance and fault reporting procedures**
5. explain the importance of smooth management of changeover days
6. describe the types of **resources and provisions** available within a ski chalet.

Range

Health and safety regulations

Health & Safety at Work Act (HASAWA), Control Of Substances Hazardous to Health (COSHH), risk assessment, manual handling and safe practices in the use of equipment electric and gas, fire regulations and evacuation procedures

Cleaning

Dusting, mopping, polishing, use of equipment and machinery, changing bed linen

Servicing

Making beds, replenishing bathroom supplies

Cleaning agents and equipment

Cleaning agents (polishes, detergents, abrasives, disinfectants, window cleaning products, acids, alkaline)

Cleaning equipment (mops, buckets, cloths, brushes, vacuum cleaners, floor polishers)

Areas, surfaces and furnishings

Cleaning areas (lounge, bathrooms, bedrooms, kitchen, communal areas, entrance hall and external areas)

Cleaning surfaces (floors, walls ceilings, fixtures and fittings and miscellaneous items)

Cleaning furnishings (carpets, rugs, curtains and upholstery)

Maintenance and fault reporting procedures

Standards of maintenance, daily cleaning records, what to do in an emergency, reporting faults to appropriate personnel

Resources and provisions

Bedrooms: duvets, sheets, pillow-cases, blankets,

Bathrooms: hand towels, bath towels, shower robes, bath mats, toilet paper, soap, shampoo, shower gel, other bath products

Kitchen: tea towels, dishcloths, detergent, cleaning cloths, kitchen utensils, food and drink provisions, tinfoil, cling film, kitchen paper, greaseproof paper and matches
Communal areas: fire lighting equipment (logs, firelighters, matches) table linen, napkins, crockery, cutlery, glassware

Unit 322   Ski chalet hosts

Outcome 2   Be able to welcome ski chalet guests

Assessment Criteria
Practical skills
The learner can:
1. produce a guest pack for the ski chalet.

Knowledge
The learner can:
1. describe how to provide a **welcoming environment** in ski chalets
2. identify the **information** contained within a guest pack
3. explain the importance of ensuring that guest packs are up-to-date
4. outline **activities** to be completed on changeover days
5. explain the importance of accommodating **guests' special requirements**
6. explain the importance of following chalet organisations' **procedures** for managing guest complaints
7. describe the effect aggressive or abusive guests have on other guests and the ski chalet atmosphere
8. explain how to deal with guests who are aggressive or abusive
9. explain the importance of completing **documentation**.

Range
Welcoming environment
Table and room decorations, table setting, flower arrangements (dried or fresh), lighting and maintaining fires, appropriate heating and lighting, music and guest activities

Information
Information on resort, provide maps and guides, information on attractions and events, leisure facilities, shops, banks, ski passes, ski lifts, knowledge of pistes, maintenance and storage of ski equipment, ski schools, activities, games and special services for children, weather information, medical information and emergency numbers

Activities
Welcoming guests, showing guest rooms, providing information on ski resort and activities, chalet house-keeping, check for any special guest requirements, timetable, fire regulations, health and safety issues

Guests' special requirements
Families, children and babies, advance preparation, illness or injury during guests stay, rearranging rooms at short notice, guests with disabilities, guests that are not compatible

Procedures
Company policy on dealing with guest complaints, remain calm at all times, the importance of resolving disputes quickly, management reporting lines, keeping records of guest complaints

Documentation
Company documentation: budget sheets, financial, cost control, stock-take, cleaning schedules

Unit 322　　Ski chalet hosts

Outcome 3　　Be able to provide ski chalet cuisine

Assessment Criteria
Practical skills

The learner can:
1. plan a weekly menu taking into consideration **equipment** and **commodities** available
2. prepare and cook dishes for guests
3. present and serve food and beverages.

Knowledge

The learner can:
1. identify **factors** to be considered when planning a weekly menu
2. identify appropriate dishes for inclusion in a weekly menu
3. describe how to prepare and cook dishes for a weekly menu
4. explain the importance of cooking meals that cater for guests' **nutritional and special dietary requirements**
5. outline **problems** associated with cooking dishes at high altitudes
6. describe how to **present and serve** food and beverages
7. outline the correct methods of **storage** for all food and drink produce.

Range
Equipment

Familiarity with a range of both large and small equipment: ovens, stoves, salamanders, griddle pans, bain maries, knives, chopping boards, mixers, pasta making equipment, peelers

Commodities

Meat, poultry, fish, vegetables, fruit, pulses, pastry, and dough based products, chilled, frozen, tinned and dry goods, condiments, cereals, herbs and spices

Factors

Plan ahead, control budgets (ensuring menus reflect appropriate cost controls, control of guest over consumption), create dishes according to provisions and commodities available, company specifications, include varied and interesting dishes, a variety of cakes and bread products, adequate time is allocated for preparation and cooking of three meals per day plus afternoon tea

Nutritional and special dietary requirements

Ensure menus and dishes are nutritionally well balanced, make adjustments to menus in advance and from information received on arrival

Dietary requirements: Vegans, vegetarians, diabetes, low cholesterol, low salt, gluten free and other food allergies

Problems

The effect of using conventional stoves/ovens at high altitudes eg boiling water, the effect on bakery products

Present and serve

Presentation of dishes, texture, flavour, appearance, aroma, garnish accompaniments, knowledge and presentation of wines, appropriate wines with dishes, sourcing wines, wine service, other alcoholic beverages, mulled wine, preparing fresh fruit juices and other soft drinks

Storage

Correct storage of all produce, perishable, non perishable, chilled, frozen, vacuum packed, dry goods, correct holding and storage temperatures for food and wine.

Unit 322 Ski chalet hosts

Notes for guidance

Suggested good practice

This unit has been designed to develop learners understanding and knowledge of the role of chalet host in relation to providing a hospitable and efficient atmosphere within a ski chalet. Key job roles of a chalet host are the ability to create an informal and relaxing atmosphere, ensure the smooth running of cleaning and catering services within the chalet, provide information services and a sociable atmosphere for guests.

Learners undertaking this unit should be outgoing and have a genuine interest in customer care and the provision of food and drink services for a broad range of guests. They should be able to work on their own initiative and respond quickly and efficiently to all situations including responding to and resolving guest problems.

It is assumed that learners will already possess a reasonable level of skill in food preparation and cooking prior to undertaking this. They should also have a rudimentary knowledge of wine and spirits.

Alongside this unit they will take a recognised Food safety qualification and will need to be familiar with health and safety requirements in different ski destinations.

For those wishing to work in European ski resorts, the ability to speak a second language would be advantageous and candidates should research the area in which they are intending to work prior to taking up a job appointment.

It should be noted that applications for this type of seasonal job generally take place in June and July for recruitment September to November of that year. The ski season generally runs from December to April.

This unit initially looks at the importance of providing a clean, safe and comfortable chalet. Learners should develop cleaning and servicing skills, and look at cleaning and servicing as required in a chalet. The unit moves on to look at how to provide a hospitable atmosphere for guests in the chalet, considering how to meet needs of groups and individuals, and deal with any complaints. Learners must research types of information guests may require and how to provide this.
Finally learners should be taught about important aspect of cuisine. They must gain an understanding of the special requirements of preparing food and drinks at altitude, budget control and prepare national meals to meet guests' dietary requirements.
Ski chalet hosts are required to produce breakfast, packed lunch, afternoon tea and a three course evening meal. Candidates are expected to have a reasonable level of food and drink preparation and food service skills it is suggested that teachers with a hospitality and catering background support the delivery and assessment of 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	• Blanchard K and Bowles S Raving Fans: A Revolutionary Approach to Customer Service, HarperCollins	
	• Various cookery books	
Periodicals and other publications	• The Caterer	
Websites	**www.bbc.co.uk/education/lzone**	**BBC Learning Zone**
	www.frenchskiholidays.com	French Ski Holidays
	www.natives.co.uk	Season workers website
	www.nbvleisure.com	NBV leisure ltd
	www.seasonworkers.com	Season workers website
	www.neilson.co.uk	Neilson holidays
	www.trantemarie.co.uk	Tante Marie School of Cookery Limited

Unit 323 Conferences and events

Level: 3
Credit value: 10
UAN number: T/601/6550

Unit aim

The aim of this unit is to provide learners with the appropriate knowledge and skills so that they can research and plan events, implement the plans effectively, and review the process, making recommendations for the future.

Learning outcomes

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

1. Understand how to plan conferences and events
2. Be able to co-ordinate conferences and events
3. Be able to evaluate conferences and events

Guided learning hours

It is recommended that **70** 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 323 Conferences and events

Outcome 1 Understand how to plan conferences and events

Assessment Criteria
Knowledge
The learner can:
1. explain how to assess the **feasibility** of conferences and events
2. explain the **factors** to be considered when undertaking a feasibility study
3. explain the planning process for conferences and events
4. explain how to produce an **action plan** for the **operation** of conferences and events
5. outline **resources** required and explain how these can be allocated
6. identify roles and responsibilities when planning events and conferences
7. explain the importance of allocating roles according to personal strengths
8. describe the **criteria** for measuring the success of a conference and event
9. explain the importance of contingency planning for all **predictable problems**.

Range
Feasibility
Resources required, costs, objectives

Factors
Location, audience, budget, programme

Action plan
Proposed timescale with deadlines, allocation of tasks

Operation
Roles and responsibilities, timing and programme

Resources
Personnel (marketing, finance, operations), other (materials and equipment, time, funding, space available, health and safety, legislation)

Criteria
Customer satisfaction, financial profit, satisfaction of principal, achievement of aims and objectives

Predictable problems
Bad weather, staff shortages, equipment breakdown, insufficient resources, absence of speaker/principal/exhibitor

Unit 323 Conferences and events

Outcome 2 Be able to co-ordinate conferences and events

Assessment Criteria
Practical skills
The learner can:
1. implement **schedules of events**
2. monitor **schedules of events**
3. resolve problems arising from departures from **schedules of events**
4. obtain **participants**' feedback during events.

Knowledge
The learner can:
1. explain the importance of ensuring activities follow the agreed schedule
2. outline **potential problems** in the operation of conferences and events
3. explain the importance of contingency planning to deal with **potential problems**
4. outline methods of encouraging **feedback** during conferences and events.

Range
Schedule of events
Set up, availability of resources, timing, attendance, content, feedback

Participants
Audience, speakers, exhibitors, organisers

Potential problems
Non appearance of participants, equipment breakdown, variance in timing, inappropriate content

Feedback
Verbal, written

Unit 323   Conferences and events

Outcome 3   Be able to evaluate conferences and events

Assessment Criteria
Practical skills
The learner can:
1. record **feedback** obtained from **participants**
2. analyse feedback to evaluate the success of conferences and events
3. produce **recommendations** for future events.

Knowledge
The learner can:
1. explain the importance of evaluation including self-assessment
2. explain the importance of objectivity and impartiality in evaluation
3. explain **methods of evaluation** used for conferences and events
4. explain the importance of analysing feedback against **agreed criteria**.

Range
Feedback
Verbal, written

Participants
Audience, speakers or exhibitors, organisers

Recommendations
Changes in planning, content, timing, resources

Methods of evaluation
Feedback from participants, self assessment, feedback from outside bodies affected
(eg general public) meetings, statistics, questionnaires

Agreed criteria
Aims and objectives met, satisfaction of participants, financial profit, legal requirements met

Unit 323   Conferences and events

Notes for guidance

Suggested good practice

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

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

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

Suggested 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	• Blanchard K and Bowles S, Raving Fans: A Revolutionary Approach to Customer • Service, HarperCollins • Shone A, The Business of Conferences, Butterworth - Heinemann • Watt D, Event Management in Leisure and Tourism, Longman • Allen J , Event Planning, Wiley • Rogers T, Conferences: A Twenty-First Century Industry, Longman	
Periodicals and other publications	• Conference and Exhibition Fact finder • Business Travel World • Conference and Incentive Travel • Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin) • Leisure Management	
Websites	**www.venuefinder.com**	**Venue Finder**
	www.worldtravelmart.co.uk	World Travel Market
	www.international-confex.com	International Confex
	www.eventia.org.uk	Eventia

Unit 324 Developing people in travel and tourism

Level: 3
Credit value: 11
UAN number: H/601/3353

Unit aim

The aim of this unit is to prepare learners to be able to mentor, coach, train and lead staff within the workplace.

It draws together the skills and techniques required to support the development of staff within the responsibility of their job role. It also reflects the increasing emphasis on the importance of leadership at all levels in organisations.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:
1. Understand how organisations plan training
2. Understand mentoring and coaching skills
3. Understand training plans for individual employees
4. Be able to plan, deliver and evaluate training sessions
5. Understand leadership skills in human resource development
6. Be able to motivate and develop teams in travel and tourism organisations

Guided learning hours

It is recommended that **90** 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 324   Developing people in travel and tourism

Outcome 1   Understand how organisations plan training

Assessment Criteria
Knowledge
The learner can:
1. explain the importance of developing staff in organisations
2. explain **methods** used by organisations to identify training needs
3. explain **strategies** adopted by organisations to develop staff
4. explain how to incorporate organisational objectives into training plans
5. describe the trainers' role in planning, managing and developing training.

Range
Methods
Self-evaluation, organisational review policy, training needs analysis

Strategies
Mentoring, coaching, formal training sessions, self study development

Unit 324 Developing people in travel and tourism

Outcome 2 Understand mentoring and coaching skills

Assessment Criteria
Knowledge
The learner can:
1. explain differences between mentoring and coaching
2. explain the role of a mentor
3. describe different **mentoring techniques**
4. explain the role of a coach
5. describe different **coaching methods**
6. explain the importance of mentoring and coaching in staff training and development
7. explain the importance of planned mentoring and coaching.

Range
Mentoring techniques
5 'Cs' model, setting specific goals, seeing/watching, building strengths, building skills, help to succeed through practice

Coaching methods
Grow model, three-step coaching model, balance, fulfilment and process coaching

Unit 324 Developing people in travel and tourism

Outcome 3 Understand training plans for individual employees

Assessment Criteria

Knowledge

The learner can:

1. identify **features** of employee training plans
2. explain **benefits** of targeted development of individual employees
3. explain the importance of reviewing individual training plans with the employee.

Range

Features

Objectives, opportunities, timescales, needs of the employee, needs of the organisation, methods to be used

Benefits

Employee; improved self-confidence and self esteem, increased motivation, broadening horizons and experience, raised achievement and performance, heightened aspirations, continual professional development

Organisation; development of staff skills, instilling a feel good factor in staff, positive publicity, shared learning, improved performance and productivity

Unit 324   Developing people in travel and tourism

Outcome 4   Be able to plan, deliver and evaluate training sessions

Assessment Criteria

Practical skills

The learner can:

1. plan training sessions
2. deliver training sessions
3. evaluate training sessions.

Knowledge

The learner can:

1. explain **features** of good training sessions
2. explain the importance of planning training sessions
3. identify the content of a training session plan
4. identify resources required to deliver sessions
5. explain the importance of training materials to support delivery
6. explain **teaching and learning methods** used to deliver training
7. explain the importance of creating a positive training environment
8. explain the importance of evaluating training sessions.

Range

Features

Environment, clear objectives and outcomes, variety of teaching and learning methods, meeting learning styles of participants

Teaching and learning methods

Demonstration, presentation, discussion, learning activities, observation, review of learning

Unit 324 Developing people in travel and tourism

Outcome 5 Understand leadership skills in human resource development

Assessment Criteria

Knowledge

The learner can:

1. describe characteristics of a **leadership role**
2. explain strengths and limitations of different **leadership styles**
3. explain the importance of being able to use different **leadership styles**
4. explain the importance of leaders understanding own **strengths and limitations**
5. explain the characteristics of **self-leadership**.

Range

Leadership role

Taking responsibility, understanding and continuously working towards overall vision and strategy, translating strategy into objectives for teams and individuals, thinking 'outside the box', assisting change management, overcoming obstacles, communicating and motivating, supporting and developing teams and individuals, modelling appropriate behaviour, representing the team, feeding back its experiences and views

Leadership styles

Authoritarian/autocratic/dictatorial/telling, consultative/telling, participative/democratic, delegating/laissez-faire

Strengths and limitations

Setting directions, communicating with others, building effective working relationships, understanding others' attitudes, motivation and behaviour, consistency, values and beliefs, setting and achieving goals for self, managing own workload, delegating to others, being open to new ideas, taking measured risks

Self-leadership

Controlling own emotions, managing stress and stressful situations, being open and honest with others, being flexible, setting challenging but realistic objectives for self and others, being prepared to take risks, taking the initiative when necessary, seeing setbacks as opportunities rather than threats

Unit 324 Developing people in travel and tourism

Outcome 6   Be able to motivate and develop teams in travel and tourism organisations

Assessment Criteria
Practical skills
The learner can:
1. motivate, develop and lead travel and tourism teams.

Knowledge
The learner can:
1. describe the role of a team leader
2. explain **theories of motivation** relating to team working
3. explain the application of **motivational factors** to team work
4. describe **techniques** for developing teams and team members
5. explain the importance of team objectives
6. explain the importance of effective communication
7. explain the importance of a team leader motivating a team and individual team members to commit to set objectives
8. explain the importance of a team having a common sense of purpose.

Range
Theories of motivation
Maslow's Hierarchy of Needs, MacGregor's Theory X and Theory Y, Herzberg's Two Factor Theory, Vroom's Expectancy Theory

Motivational factors
Safety and security, sense of belonging, common purpose, respect, empathy, recognition of achievement, involvement in decision making, sense of fulfilment, self-development, material rewards, sanctions

Techniques
Giving feedback on performance, coaching

Unit 324   Developing people in travel and tourism
Notes for guidance

Suggested good practice

This unit should be delivered in an interactive format engaging the candidate in a full range of diverse learning opportunities. A visit to, or a guest speaker from, the HR or training department of a travel and tourism organisation would be helpful in setting the context of the unit. Mentoring and coaching is widely used in the workplace to support the development of skills and knowledge for the job role. It is important that learners' research the concepts of mentoring and coaching, there are many websites that can be accessed to support this research. Learners' may be set the role of mentor to a new learner in their place of study or work as a means of consolidating knowledge and techniques in a practical situation. It is also suggested that learners undertake a practical coaching session to develop skill and techniques, tutors may wish to set this a s practical task with their peers or with other learners or colleagues to develop their skills in a particular area where a need has been identified.

It is important that learners understand that communication between people is a two way process, that is both parties use communication to impart information and to receive information. Learners need to be aware that verbal communication is more than just speaking and listening. It is about speaking in a way that will help the receiver understand what is being said by using language and style appropriate to the needs of the listener and by reinforcing the verbal message with positive body language. Different listeners will have different needs and learners need to appreciate that the language and style they use will have to be adapted to suit each listener's needs. Equally, when listening learners need to show the speaker that they are interested in what is being said and confirm their understanding through the use of appropriate body language and responses such as acknowledging and reflecting back main points and ideas or by asking questions to clarify points or move ideas forward. This is especially important in mentoring and coaching to place the receiver at ease and give them confidence in the skills of the mentor or coach.

When approaching the topic of motivation it is often initially useful for candidates to identify their own motivators before looking at what motivates others. There are a number of 'games' and 'tests' that tutors can use for this purpose. Whereas it is important for learners to understand basic motivational theory the learning outcome is mostly concerned with ensuring learners understand motivation in practical terms as applied in the travel and tourism industry.

When carrying out training sessions learners should be encouraged to speak clearly in a way suited to the subject of the training and situation (e.g. room size, background noise level) in which the training is being delivered. They should be able to adapt the language, pitch and pace of the session to suit the situation, the status of their audience and the audience's familiarity with the subject. Within the training session learners should be able to structure their training to help listeners follow what they are saying by presenting information and ideas in a clear, logical sequence.

Learners should be encouraged to use relevant images to illustrate main points and help the listener understand what is being said. It is not enough that an image illustrates a point; it must also aid the listeners' understanding of the written text or spoken word. It is important that learners understand that the listeners' understanding should be checked through the training session, this will identify any future training or clarification of points in the training session that require clarification.

When looking at the role of leadership inputs must be made in a way that requires learners to create a dialogue between theory and practice. It is not sufficient to teach theoretical aspects of leadership and expect learners to apply them later. It is beneficial that learners are provided with

opportunities to develop their leadership skills in a range of practical activities. This may be a link with learners who are studying the level 2 unit in interpersonal skills for the travel and tourism industry in supporting the development of their team working skills. It is suggested that learners are offered the opportunity to develop their leadership skills through participating in a leadership training activity provided by a specialist provider or guest speakers from leadership training providers be invited to talk to learners.

Suggested Resources

Resource	Title/How to access
Books	• Lee-Ross D (1999), HRM in Tourism and Hospitality, Thomson Learning • Freemantle D (2004), The Biz: 50 Little Things That Make a Big Difference to Motivating Your Team, Nicholas Brealey Publishing • Bruce A (2002), How to Motivate Every Employee, McGraw-Hill Education • Zachary L J Daloz L A (2000), The Mentor's Guide: Facilitating Effective Learning Relationships, Jossey Bass Wiley • Parker G Kropp R (2001), Team Workout: A Trainers Sourcebook of 50 Team Building Games and Activities, Amacom • Slocombe M (2004) Employment Law Made Easy, Law Pack Publishing • Belbin, R (1981) Management teams – Why they succeed or fail, Heinemann • Burton, Jon & Lisa (1995) Interpersonal skills for Travel and Tourism, Longman • Clark, M (1995) Interpersonal skills for Hospitality Management, Thomson Learning • DFEE (1998) Working in Tourism and Leisure, DFEE • English, R (2003) Careers in Travel and Tourism, Institute of Travel and Tourism • Reilly Collins, V (1999) Working in Tourism, the UK, Europe and beyond, Vacation Work • Pardey D (2004) Leading Teams, ILM • Kelly-Rawat S & Waldock T (2004) The 18 Challenges of Leadership: A Practical, Structured Way to • Develop Your Leadership Talent, FT Prentice Hall • Blanchard K et al (2004) Leadership and the One Minute Manager, HarperCollins Business • Downey, Myles, Effective Coaching, Thompson Publishing • Somers, Matt, Coaching, Chartered Management Institute, Hodder • Walmsley, Bernice, Teach Yourself Training, Hodder Education • Vickers, Amanda & Bavister, Steve, Teach Yourself Coaching, Hodder Education • Pegg, Mike, The Mentor's Book, Management Books 2000 Ltd • Wallace, Susan & Gravells, Johnathon, Mentoring, Learning Matters • Wallace, Susan & Gravells, Johnathon, Leadership & Leading Teams, Learning Matters • Gravells, Ann, Preparing to teach in the lifelong learning sector, Learning Matters
Videos	Various government training videos are available as well as ones produced by training organisations A Vision for change (ILM)

Websites	www.instituteofcustomerservice.com	**Institute of Customer Services**
	www.cipd.co.uk	Chartered Institute of Personnel & Development
	www.cbi.org.uk	Confederation of British Industry
	www.tvchoice.uk.com	TV Choice
	www.springboarduk.org	Springboard UK
	www.candm.co.uk	C & M travel recruitment
	www.itt.co.uk	Institute of Travel and Tourism
	www.bbc.co.uk/education/lzone	BBC Learning Zone
	www.ilm.co.uk	Institute of Leadership & MAnagement
	www.nwlink.com	The Art and Science of Leadership
	www.greenleaf.org	The Greenleaf Center for Servant-Leadership
	www.leadership.wharton.upenn.edu	Wharton Center for Leadership and Change Management
	www.academy.umd.edu	James MacGregor Burns Academy of Leadership
	www.learningmatters.co.uk	Learning Matters
	www.teachyourself.co.uk	Teach Yourself

Unit 325 Ancillary sales and services

Level: 3
Credit value: 1
UAN number: K/601/3354

Unit aim

The aim of this unit is to provide the learner with the product knowledge and skills required to maximise sales within the retail travel industry.

This unit introduces learners to the ancillary sales and services sold by travel agents.

It is vital to recognise that the primary function of those working in retail travel is to sell and, in line with all sales environments, it is important to maximise the value of each and every sale and thereby contribute to the overall profitability of the agency.

As well as the major products and services normally associated with travel agencies such as package holidays, there are many more available which may be purchased by customers as either ancillary to a main holiday booking or on a stand alone basis. Many people working in the sector will be set targets for the sales of these products and services on a stand alone basis.

This unit looks at how to identify ancillary sales opportunities and how to match the most appropriate types of products and services to the customer. Learners then look at some of these products and services in more detail and learn how interpret information and to calculate the costs involved for customers.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:
1. Understand ancillary products and services for travel and tourism customers
2. Understand how to provide ancillary products and services to customers

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an online multiple choice test. **As there are a number of costings within this GOLA test, candidates are permitted to take a calculator, pen and paper into the examination but no other resource material.**

Unit 325　Ancillary sales and services

Outcome 1　Understand ancillary products and services for travel and tourism customers

Assessment Criteria
Knowledge

The learner can:
1. identify **ancillary products** and **services**
2. differentiate between standalone and **ancillary products**
3. outline products and services which are often sold stand alone
4. outline products and services which are often sold as ancillary to a main product
5. identify suppliers of **ancillary products** and **services**
6. explain the benefits to organisations of selling **ancillary products** and **services** to customers
7. explain how organisations may benefit by selling products as standalone rather than ancillary to a main product.

Range
Ancillary products

Car hire, airport car parking, airport lounges, departure point hotels, theatre and attraction tickets, excursions, foreign exchange, airport/destination transfers, timetables, maps/guides, travel plugs, rail tickets, coach tickets, insurance (including motoring), children's clubs, ferry travel, in-flight meals

Services

Passport and visa services, pre-booked airline seats, airline upgrades

Organisations

Travel agents, tour operators, airlines, car rental, tourist information, ferry operator, rail operator

Unit 325   Ancillary sales and services

Outcome 2   Understand how to provide ancillary products and services to customers

Assessment Criteria

Knowledge

The learner can:

1. explain how to obtain information from customers to enable appropriate products and services to be offered
2. identify opportunities for selling **ancillary products** and **services** to customers
3. explain **information** on **ancillary products** and **services** that should be provided to customers
4. describe how to cost **ancillary products** and **services**
5. explain how to book **ancillary products** and **services**.
6.

Range

Ancillary products

Car hire, airport car parking, airport lounges, departure point hotels, theatre and attraction tickets, excursions, foreign exchange, airport/destination transfers; coach, taxi, limousine, air, water, accommodation upgrades; balcony, sea or other view, larger room, suite, meal basis, insurance, maps/guides, timetables, children's clubs, in-flight meals

Services

Passport and visa services, pre-booked airline seats, airline upgrades, meals,

Information

Cost, booking conditions, restrictions eg age, height, availability; options eg type of car, location of seat

Unit 325   Ancillary sales and services

Notes for guidance

Suggested good practice

A good way to introduce learners to this unit is to ask them to think about times when they themselves have been a customer and how the sales person has attempted to sell them something over and above what they originally wanted to purchase. Examples of this could be shoe cleaner to go with a pair of shoes, a tie to go with a shirt or suggested side orders with a meal. The ensuing discussion will probably highlight times when additional sales were successfully made and other times when they were not.

From this point tutors can explain that the same principle applies in the travel industry and a guest speaker from the retail trade would be invaluable to reinforce the point. Tutors can ask learners to visit agencies on an individual basis and ask them to note down everything a travel agency sells other than package holidays. Sharing those findings amongst the group will begin to show how vast the range of products and services on sale in a travel agency is.

From here the delivery of the unit turns to the 'nut and bolts' of handouts and exercises and tutors will need to spend time preparing search and select and costing from brochures to fit the range of products in the 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	• Bottomly Renshaw M (1997) The Travel Agent, Business Education Publishers Ltd • Horner P (1996) Travel Agency Practice, Longman • Syratt G and Archer J (2003) Manual of Travel Agency Practice Butterworth Heinemann	
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	
Websites	www.bcponline.co.uk	**BCP Airport Car Parking**

www.aph.com	APH Airport Parking and Hotels
www.ukps.gov.uk	UK Passport Service
www.americanexpress.co.uk/travel	American Express
www.avis.co.uk	Avis Car Hire
www.alamo.co.uk	Alamo Car Hire
www.holidayautos.co.uk	Holiday Autos
www.seligo.com	eligo (accommodation only specialists)
www.keithprowsetickets.co.uk	Keith Prowse Theatre and Attraction tickets
www.holidayextras.co.uk	ABC Holiday Extras

Unit 326 Travel and tourism legislation

Level: 3
Credit value: 1
UAN number: M/601/3355

Unit aim

The aim of this unit is to provide the learner with a working knowledge and understanding of the laws governing travel agents in the UK.

Learning outcomes

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

1. Understand package travel, package holidays and package tours regulations
2. Understand legislation that applies to the UK Travel and Tourism Industry

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an online multiple choice test **or** a short answer questions test available in the Assessment Pack (use 4876-626 for results entry). **Candidates are not permitted to take any resource material into the exam.**

Unit 326 Travel and tourism legislation

Outcome 1 Understand package travel, package holidays and package tours regulations

Assessment Criteria

Knowledge

The learner can:

1. explain the **key provisions** of the Package Travel, Package Holidays and Package Tours Regulations for customers and organisations
2. explain how the Package Travel Regulations affect **sectors** of the industry
3. define the term 'package holiday' as classified by the Regulations
4. define the term 'travel organiser' as used in the Regulations.

Range

Key provisions

Definitions, elements, to whom regulations apply, basic requirements including security of payments and repatriation, what information must be provided to customers, what information must be included in the brochure, contract information

Sectors

Travel agents, tour operators, accommodation providers, transport provide

Unit 326 Travel and tourism legislation

Outcome 2 Understand legislation that applies to the UK Travel and Tourism Industry

Assessment Criteria
Knowledge
The learner can:
1. explain the key features of **legislation** and **regulations** that apply to the Travel and Tourism **industry**
2. explain the **role** of the Trading Standards Office.

Range
Legislation
Disability Discrimination Act, Data Protection Act, Trades Description Act, Unfair Contract Terms Act, Money Laundering Regulations, Consumer Protection Act, Supply of Goods and Services Act

Regulations
Civil Aviation Authority ATOL, Trade Associations (ABTA, non-ABTA)

Industry
Travel agents, tour operators, accommodation providers, transport providers

Role
Consumers, business, education, consultancy, representation, advise, investigation

Unit 326 Travel and tourism legislation
Notes for guidance

Suggested good practice

It is generally recognised that law and legislation is a fairly confusing subject area for some candidates and therefore it is recommended that this unit be delivered towards the end of the programme of study so that candidates can relate their findings to the industry using relevant knowledge gained from other units.

An initial class discussion on how we are all affected by various laws, including consumer law, is a good starting point for this unit. Tutors should not only draw on their own experiences to demonstrate the point but could ask group members to note down times when they have perhaps felt unfairly treated as a customer. This should then lead onto a tutor led general outline of the specific laws surrounding the travel and tourism industry.

Although not a self directed learning unit, much of this module can be best achieved through candidates researching information through a variety of mediums. This investigative style helps to reinforce learning especially in areas of study that, whilst important to the overall picture, may not be the primary focus to the candidate's programme of studies. Teachers should provide candidates with an engaging environment in which they can best find the information they need. This should include access to the Internet together with suggestions of sites to use as well as books, case studies, etc.
During the explorative stage learners can work together in small groups and group feedback sessions at the end of each lesson is a good way of ensuring that everyone is on track and on target. Short verbal presentations, by groups or individuals, are another good way of ensuring learning by all.

The use of videos again serves to reinforce learning points or act as a springboard for a new topic area.

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	• Atherton T A and Atherton TC Travel, Tourism & Hospitality Law, Lawbook Co
	• Corke J Tourism Law, Elm Publications
	• Downs J et al Travel and Tourism Law in the UK, Elm Publications
	• Grant D, Mason S Holiday Law: The Law Relating to Travel and Tourism, Sweet and Maxwell
	• Horner P Travel Agency Practice, Longman
Periodicals and other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin)
	• Holiday Which
	• ABTA magazine
	• Tourism Journal

Videos	Various government training videos are available as well as ones produced by training organisations	
Websites	www.hmso.gov.uk	**Her Majesty's Stationery Office**
	www.dti.gov.uk	Department of Trade and Industry
	www.tradingstandards.gov.uk	Trading Standards Office
	www.grouptravelorganiser.com	Group travel organiser
	www.dti.gov.uk	Dept. for trade and industry
	www.traveltrust.co.uk	Travel trust association
	www.abta.co.uk	ABTA

Unit 328 Foreign exchange

Level: 3
Credit value: 1
UAN number: A/601/3357

Unit aim

The aim of this unit is to provide the learner with an appreciation of the knowledge and skills to be able to embark on work in foreign exchange in the UK travel and tourism industry.

This unit introduces learners to foreign exchange services in the travel and tourism industry. Buying and selling of foreign exchange products and services forms an important part of the income of retail travel agents. Travel agents may employ staff to work in foreign exchange departments or in a stand alone bureau de change, or expect counter staff to deal with customer requirements for both travel and foreign exchange services. Hotel concierges or receptionists, overseas representatives and airline staff may also be required to undertake foreign currency exchanges.

In this unit, learners look at maintaining foreign exchange supplies, ordering from suppliers, and security and audit requirements. They also look at how to remit (or send back), foreign exchange stock to suppliers thereby managing the stocks held.

Learners then examine the actual buying and selling of foreign exchange products and services to and from customers. They will gain an understanding of different exchange rates and the correct rate to use for each transaction. The unit also introduces learners to the regulations governing foreign exchange transactions.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:
1. Understand how to prepare for foreign exchange transactions
2. Be able to calculate foreign exchange

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

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

Unit 328 Foreign exchange

Outcome 1 Understand how to prepare for foreign exchange transactions

Assessment Criteria

Knowledge

The learner can:

1. explain the importance of maintaining **correct** supply levels of **foreign exchange**
2. explain how to place orders with suppliers to meet **anticipated demand**
3. describe **factors** which influence **anticipated demand**
4. explain **procedures** to be followed to remit **foreign exchange** to suppliers
5. explain how to remit **foreign exchange** to suppliers using the correct **rate of exchange**
6. outline **security** systems protecting **foreign exchange**
7. identify **records** used in foreign exchange transactions.

Range

Correct

Choice of currencies/denominations, sufficient amounts, not over stocked

Foreign exchange

Foreign currencies, foreign currency traveller's cheques, sterling traveller's cheques

Anticipated demand

Immediate use, reserve stock, advance orders

Factors

Time of year, popular destinations, local market travel products, local businesses, ethnicity of local community, special events

Procedures

Despatch documentation, security procedures, agreed time

Rate of exchange

Remit rate

Security

Safes, tills, branch security systems

Records

Till, stock, remit

Unit 328 Foreign exchange

Outcome 2 Be able to calculate foreign exchange

Assessment Criteria
Practical skills

The learner can:
1. calculate foreign exchange transactions using the correct **exchange rate**
2. calculate total transaction charges using the correct **commission charges**.

Knowledge

The learner can:
1. describe how to source information on **national currencies** including any **limits and restrictions**
2. explain where to access information on **exchange rates**
3. outline the types of **exchange rates** available
4. describe methods of communicating buy/sell exchange rates to customers
5. explain when to use specific **exchange rates**
6. outline key requirements of current regulations affecting foreign exchange services and money laundering.

Range
Exchange rate

Buy, sell, supply, remit

Commission charges

Percentage, flat rate

National currencies

Worldwide, inside the Euro Zone

Limits and restrictions

Import and export limits, restricted currencies

Unit 328 Foreign exchange

Notes for guidance

Suggested good practice

For the provision of this unit it is important to focus on current industry practice. As there have been several significant changes in recent years within foreign exchange, tutors should ensure that they themselves are fully up to date before embarking on delivery.

When starting this unit, teachers should set the context by explaining to learners the importance of foreign exchange to the travel and tourism industry not only in pure revenue terms but also with regards to customer service. Teachers should give examples from their own experiences and should encourage learners to observe foreign exchange departments or bureaux de change whilst outside the formal learning environment. This could take the format of regularly looking in travel agency windows and watching how exchange rates continually fluctuate and may differ from shop to shop. This exercise can form an excellent basis for a group discussion.

Delivery of outcome one should focus on where learners can find information regarding foreign exchange as well as looking at the market forces influencing the business. Delivery of the second outcome should have a strong emphasis on the actual calculations required to complete transactions.

The unit should be delivered in an interactive format allowing learners access to actual currencies and traveller's cheques where possible. If time allows, a visit to a foreign exchange bureau is an excellent way for candidates to learn about foreign exchange. It also lets learners see first hand how fast moving this side of the travel and tourism industry can be and may even affect career choices. Teaching strategies, such as role plays within a travel and tourism context, are an excellent way of building confidence and again will help learners put theory into practice.

To underpin delivery and give the learner the best chance of successfully completing this unit, it is strongly recommended that, wherever possible, learners are given access to real working practice in the travel and tourism industry. However, where this is not practicable, simulated situations in a travel and tourism context will need to be used instead.

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 travel agencies or foreign exchange bureaux where access to the public is possible. However, it is recognised that security implications may affect access to real working environments.

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	• Horner P (1996), Travel Agency Practice, Longman • Syratt G and Archer J (2003) Manual of Travel Agency Practice Butterworth Heinemann

Resource	Title/How to access	
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	Money for Nothing - Her Majesty's Customs and Excise	
Websites	www.americanexpress.co.uk	**American Express**
	www.legislation.hmso.gov.uk	Office of Public Sector Information
	www.bbc.co.uk/education/lzone	BBC Learning Zone
	www.easy-forex.com	Foreign Exchange information
	www.oanda.com	Foreign exchange services & trading
	www.onlinefx.co.uk	Foreign Exchange information
	www.travelex.com	Travelex
	www.inlandrevenue.gov.uk	Historical exchange rate information

Unit 330   Package holidays

Level: **3**
Credit value: **2**
UAN number: **J/601/6553**

Unit aim

The aim of this unit is to provide learners with a good knowledge of different types of package holiday and associated resources available to travel agents.

Learning outcomes

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

1. Understand package holiday products
2. Arrange package holidays on behalf of customers

Guided learning hours

It is recommended that**15** 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 330   Package holidays

Outcome 1   Understand package holiday products

Assessment Criteria

Knowledge

The learner can:

1. define the term 'package holiday' according to The Package Travel, Package Holidays and Package Tours Regulations
2. identify mass market tour operators
3. describe the **types of package holiday** offered by mass market major tour operators
4. describe the **types of package holiday** offered by **specialist tour operators**
5. outline **information** required to book a **package holiday**
6. explain how package holidays can be **dynamically packaged** to meet the requirements of different customers
7. explain how **package holidays** meet the **wants and needs** of different customers.

Range

Types of package holiday

UK, short haul or long haul by any means of transport (eg air, rail, coach, ferry, car)

Summer sun, winter sun, winter sports, city breaks, tours

Specialist tour operators

Individual operators with specific programmes of travel/activities

Information

Departure point, date of departure, duration, number and type of passengers, needs and wants

Dynamically packaged

Individual transfers, flight meals, pre-booked seats, airport lounges, equipment and clothing hire, excursions and entry tickets

Wants and needs

What the customer would like, what the customer must have

Unit 330 Package holidays

Outcome 2 Arrange package holidays on behalf of customers

Assessment Criteria
Practical skills
The learner can:
1. select package holidays that meet customer requirements
2. confirm package holiday **costs,** applying correct **discount** levels.

Knowledge
The leaner can:
1. explain **booking conditions** shown in package holiday brochures
2. interpret information from computer reservation systems
3. interpret information from **package holiday** brochures
4. interpret internet information
5. interpret information from travel agent **manuals**
6. explain the importance of summarising gathered information to inform customer choices.

Range
Costs
Basic holiday cost, transport supplements, room supplements, meal supplements, occupancy charges

Discount
Given by tour operator, given by travel agent

Booking conditions
Where they can be found in brochures, main points

Package holiday
Long haul, short haul; (Europe, Worldwide), domestic; (short breaks, weekend breaks), winter sun, summer sun

Manuals
DG&G Guides; (including on line versions), Columbus

Unit 330   Package holidays

Notes for guidance

Suggested good practice

Most learners working towards this unit will themselves have taken a package holiday and a good starting point for this unit is a group discussion about their own experiences. Getting learners to say how they booked the holiday and identify what was included in the cost will start the thought process for beginning this unit.

From this point tutor input regarding the elements of a package holiday as defined by The Package Travel regulations should be given. This is best approached through the production of a fact sheet and can be approached in groups. Tutors will need to provide the learners with access to the internet and/or books from which the learners can glean the information and must ensure that the information presented by learners is factually correct.

When looking at the types of package holidays available and associated tour operators, tutors may choose to start with a group shower thought exercise where all class members can have input. From here the tutor will need provide the learners with a wide selection of package holiday brochures from the major tour operators that the learners can inspect and use. When moving on to look at the specialist market sector it is a good idea to ask learners to go into travel agents themselves to select brochures. This serves several purposes. Firstly it allows learners to see just how many brochures there are, secondly it allows them to see how brochures are displayed and thirdly by being in a retail travel environment it encourages the learner to think more widely about their chosen career. Once brochures are collected, learners can tell the rest of the group about the brochures they have collected and what category they fall into.

The main focus of the unit should be on work and exercises based on brochures, either electronic or paper based. Tutors should identify to learners how package holidays are now available with dynamic components that can be included to meet customers' individual requirements. Tutor devised exercises on how to gather information from customers using questioning, perhaps using an enquiry form, then selecting holidays from brochures to match these requirements is the best way to approach this section of learning.

When moving forward to examine the second outcome tutors should provide the learners with access to the range of information sources listed. It is suggested that learners have access to the internet to investigate tour operator websites.

In the retail travel industry the costing of package holidays is done by computers and so there is no requirement for learners to learn how to cost holidays manually. However, they should be able to recognise when a costing appears on a screen whether it is correct or not. The delivery of this is perhaps best approached through a series of pre calculated costings which learners have to either agree with or correct. These exercises are best linked to the search and select exercises.

From here the tutor will need to give input into how discounts are given by leisure travel agents in order to secure the customers business. Exercises will need to be set to ensure not only learner understanding but also their ability to apply discounts to given costings.

Once the input has been given on the individual elements of this unit reinforced learning is best approached as one exercise. Starting with gathering information from customers, searching and selecting products, giving additional information from a variety of sources, explaining booking conditions, ensuring the costing is correct and applying set discounts.

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	
Periodicals and other publications	• DG & G Guides • Holiday brochures • Trade journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin)	
Videos	Videos of destinations (as produced by tourist offices) will assist learning	
Websites	**www.thomascook.com**	**Thomas Cook**
	www.tui.com	World of Tui
	www.ba.com	British Airways
	www.virgin.co.uk	Virgin Holidays

Unit 331 Respond to emergency and problem situations in tourism destinations

Level: 3
Credit value: 1
UAN number: F/601/3358

Unit aim

The aim of this unit is to provide learners with an understanding of how emergency or problem situations in resorts are handled in preparation of working overseas.

Learning outcomes

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

1. Understand how to manage emergencies and problem situations in resort
2. Understand how to respond after emergency and problem situations

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

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

Unit 331   Respond to emergency and problem situations in tourism destinations

Outcome 1   Understand how to manage emergencies and problem situations in resort

Assessment Criteria

Knowledge

The learner can:

1. describe **organisational and legal requirements** that affect responses to **emergency or problem situations**
2. explain how **local situations** may affect the response
3. identify **factors** that may affect customers in an emergency or problem situation
4. describe **personal qualities** required to take control and prevent a situation from worsening
5. explain the importance of effective **communication** of the on-going situation to all **affected parties**
6. explain the importance of working within **limits of personal authority**
7. identify **sources of assistance** available to tour operators.

Range

Organisational and legal requirements

Format for record-keeping, available colleagues, procedures for communication, health and safety in relation to self, colleagues and others, repatriation, insurance, laws of the country

Emergency and problem situations

Accidents, fires, natural disasters, death, epidemics, serious individual illness, customer arrest, violence, lost people, terrorism

Local situations

Location, other customers, local customs

Factors

Seriousness of the situation, individual's distress, danger, risks, fear, vulnerability

Personal qualities

Maintain integrity, display positive body language, effective communication, active listening, maintaining a professional manner

Communication

Vocabulary, expression, listening and responding, moving the discussion forward, clarity, using illustrations

Affected parties

Customers, suppliers, relatives, companions, colleagues and local authorities

Limits of personal authority

Defined roles and responsibilities; role of manager; limits of decision making

Sources of assistance

Local authorities, insurers, suppliers, colleagues, assistance companies, emergency services

Unit 331 Respond to emergency and problem situations in tourism destinations

Outcome 2 Understand how to respond after emergency and problem situations

Assessment Criteria

Knowledge

The learner can:

1. describe how tour operators should respond after emergency and problem situations
2. explain the importance of maintaining full records of the incident that comply with **organisational and legal requirements**
3. explain the **reasons** for reviewing cause and resolution of emergencies and problems that occur in resort.

Range

Organisational and legal requirements

Format for record-keeping, available colleagues, procedures for communication, health and safety in relation to self, colleagues and others, repatriation, insurance, laws of the country

Reasons

Prevention, staff training, improvement of service, efficiency, customer service

Unit 331 Respond to emergency and problem situations in tourism destinations

Notes for guidance

Suggested good practice

It is the responsibility of a tour operator to take control in an emergency which directly affects their customers. Learners need to know what types of emergency could occur. These could range from natural disasters and accidents and fires to serious illness and death. For resort representatives, problems and emergencies could involve violence, customer arrest or may be a customer missing from their accommodation.

Learners need to understand the requirements for all organisations to have written health and safety and emergency procedures and know where sources of assistance can be accessed. These could be from insurers, suppliers, colleagues and assistance companies.

Additionally, learners need to identify ways of containing emergencies and suggest possible remedial action. They need to recognise how emergencies and problems can affect customer morale and goodwill and the consequences of mishandling the situation. Above all, they need to know limits of responsibility and authority and the importance of good communication and accurate record keeping. It is recommended that a guest speaker with experience of working overseas explain to learners their own experiences of dealing with situations in resort.

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	• Glaeson, D (2005) Crisis management in the tourism industry, Butterworth Heinneman	
Periodicals and other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin) • Holiday Which • Journal of contingencies and crisis management • ABTA magazine • Tourism Journal	
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.dec.org.uk	Disasters Emergency Committee
	www.docleaf.com	Docleaf organisation
	www.twe-winningedge.com	The winning edge
	www.international.alert.org	International alert organisation
	www.theirm.org	Institute of risk management

www.firstassist.com	First Assist
www.bgb.co.uk	BGB & Associates
www.maddisongroup.com	Maddison Group
www.news.bbc.co.uk	BBC News

Unit 338 Global distribution systems

Level: 3
Credit value: 7
UAN number: Y/103/2883

Unit aim

The aim of this unit is to provide the candidates with a comprehensive knowledge of the GDS booking facility, using an appropriate 'live' system or a comprehensive Computer Based Training (CBT) system to obtain all information.

Learning outcomes

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

1. Be able to apply full basic user security
2. Be able to create complex multiple sector air bookings
3. Be able create itineraries applying Supplementary Passenger Services
4. Be able to apply changes to components within booking files
5. Be able to quote and analyse automated fare information and basic ticketing entries
6. Be able to use supplementary information held in the GDS
7. Be able to use a GDS queue system

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 338 Global distribution systems

Outcome 1 Be able to apply full basic user security

Assessment Criteria
Practical skills

The learner can:
1. apply sign on and sign off entries
2. apply encode and decode entries.

Knowledge

The learner can:
1. explain the importance of data security.

Unit 338 Global distribution systems

Outcome 2 Be able to create complex multiple sector air bookings

Assessment Criteria

Practical skills

The learner can:
1. select airline flight timetables for the GDS
2. apply entries to obtain airline access
3. request flight availability for routes
4. interpret given information from the flight availability display
5. sell flight reservations from the flight availability display
6. enter supplementary methods to add a flight segment
7. add passenger name field to the booking file
8. complete mandatory booking file entries
9. enter local administrative instructions
10. end and retrieve booking files.

Knowledge

The learner can:
1. describe how to create multiple sector air bookings.

Unit 338 Global distribution systems

Outcome 3 Be able create itineraries applying Supplementary Passenger Services

Assessment Criteria
Practical skills
The learner can:
1. book seat reservations applying frequent flyer information for individual passengers
2. enter Other Service Information (OSI)
3. enter Special Service Requirement (SSR)
4. enter additional booking file services.

Knowledge
The learner can:
1. describe how to create itineraries applying supplementary passenger services.

Unit 338   Global distribution systems

Outcome 4   Be able to apply changes to components within booking files

Assessment Criteria
Practical skills

The learner can:
1. amend components of a booking file
2. cancel components of a booking file
3. adjust booking file information.

Knowledge

The learner can:
1. explain the meaning of status codes
2. describe how to apply changes to components within booking files.

Unit 338 Global distribution systems

Outcome 5 Be able to quote and analyse automated fare information and basic ticketing entries

Assessment Criteria
Practical skills

The learner can:
1. interpret a variety of fare types for adults, children and infants
2. display and interpret a fare rule/note
3. price an air booking for adults, children and infants
4. search for alternative fares and itinerary options
5. price an amended booking file
6. cancel filed fares
7. display and identify basic areas in an automated fare price.

Knowledge

The learner can:
1. describe the basic ticketing request process.

Unit 338   Global distribution systems

Outcome 6   Be able to use supplementary information held in the GDS

Assessment Criteria
Practical skills

The learner can:
1. access health and visa information in the GDS
2. identify and apply areas of information for a passenger in the GDS
3. identify and apply areas of information for a booking agent in the GDS.

Knowledge

The learner can:
1. explain the importance of using current information in relation to health and visa requirements.

Unit 338 Global distribution systems

Outcome 7 Be able to use a GDS queue system

Assessment Criteria
Practical skills
The learner can:
1. display a queue count
2. access a queue and update as appropriate
3. exit a queue.

Knowledge
The learner can:
1. describe the queue structure.

Unit 338 Global distribution systems

Notes for guidance

Suggested good practice
It should be recognised that those working towards the Global Distribution Systems in the Travel Industry at level 3 are likely to have knowledge of Global Distribution Systems or have some prior experience of working in the industry.

The provision of a 'live' GDS is vital for the delivery of this unit and will give the candidate the best opportunity of successfully completing this unit. It is recommended that centres contact one of the organisations below who will be able to provide details of the systems that they offer. Centres must therefore ensure that they have the necessary resources in place before offering this unit and ensure that the system they have chosen is compatible with the content of the unit. We would strongly recommend that a lecturer who has experience of a GDS system be involved with the delivery of this unit.

It should be made clear to candidates that good Information Technology skills are essential to the travel and tourism industry and that being able to demonstrate such skills are imperative to the candidates future employment prospects in the industry.

The delivery of this unit will involve the use of a 'live' GDS system which should be practiced in a safe and secure environment. Candidates need to be fully aware of the implications of using a 'live' system and should be monitored at all times.

Practical work experience/placements will be of benefit for candidates to demonstrate their abilities in a real life environment and build their confidence.

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

Live GDS Systems

CHTCM
118-120 Great Titchfield Street
London
W1W 6SS
Tel no 0207 612 0169

Resource	Title/How to access
Books	• Swarbrooke J & Horner S (2001), Business Travel and Tourism, Butterworth-Heinemann, Oxford
	• Inkpen G (1998), Information Technology for Travel and Tourism, Longman

Resource	Title/How to access	
Periodicals and other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette) • Airline Publications • Hotel Publications • Car Hire Publications	
Websites	www.amadeus.com	**Amadeus GDS**
	www.chtcm.com	The Confederation of Tourism Hotel and Catering Management
	www.galileo.com	Galileo GDS
	www.sabre.com	Sabre GDS
	www.worldspan.com	Worldspan GDS

Unit 340 Farm and rural tourism in the UK

Level: 3
Credit value: 7
UAN number: J/601/3359

Unit aim

The aim of this unit is to prepare learners to be able to recommend farm or rural tourism activities to customers. It develops their knowledge and experience to prepare them for employment within the UK tourism sector.

Learning outcomes

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

1. Understand the development of farm tourism
2. Understand farm tourism products
3. Understand the expansion of rural tourism
4. Understand what motivates rural tourism visitors

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 340 Farm and rural tourism in the UK

Outcome 1 Understand the development of farm tourism

Assessment Criteria
Knowledge
The learner can:
1. define farm tourism
2. explain the **reasons** for farms diversifying into tourism
3. identify farm tourism **enterprises**
4. explain the **importance** of farm tourism development to rural communities.

Range
Reasons
Alternative income, political (agricultural policies), response to crisis, environmental

Enterprises
Accommodation (bed & breakfast, self-catering, caravan and camping sites)
Sport & recreation (fishing, shooting, motorbike scrambling, quad biking, equestrian)
Attractions (farm trails, open farms, food and drink)

Importance
Economic, environmental, cultural

Unit 340 Farm and rural tourism in the UK

Outcome 2 Understand farm tourism products

Assessment Criteria
Knowledge

The learner can:

1. explain the reasons why farmers select **enterprises** for farm diversification
2. explain **why** tourists choose farms
3. explain features to be considered to attract tourists
4. identify **organisations** supporting farm tourism.

Range
Enterprises

Accommodation (bed & breakfast, self-catering, caravan and camping sites)

Sport & recreation (fishing, shooting, motorbike scrambling, quad biking, equestrian)

Attractions (farm trails, open farms, food and drink)

Why

Attractive rural setting, peace and quiet, value for money, local food products, personal interaction, character and atmospheric buildings

Organisations

Department for Environment Food and Rural Affairs (Defra), National Park Authority, National Trust, Forestry Commission, English Nature, Countryside Agency, Ramblers Association, local conservation partnerships, National Farmers Union

Unit 340 Farm and rural tourism in the UK

Outcome 3 Understand the expansion of rural tourism

Assessment Criteria

Knowledge

The learner can:

1. explain **developments** in the expansion of rural tourism
2. explain the roles of **organisations** responsible for the preservation and management of rural areas
3. explain **impacts** on communities from the growth of rural tourism.

Range

Developments

National Parks, Areas of Outstanding National Beauty, transport developments, Youth Hostel Association, Wildlife and Wetlands Trust, social trends

Organisations

Department for Environment Food and Rural Affairs (Defra), National Park Authority, National Trust, Forestry Commission, English Nature, Countryside Agency, Ramblers Association, local conservation partnerships

Impacts

Economic, environmental, social, cultural, management techniques

Unit 340 Farm and rural tourism in the UK

Outcome 4 Understand what motivates rural tourism visitors

Assessment Criteria
Knowledge
The learner can:
1. explain **motivating factors** for rural tourism
2. identity visitor **types**
3. identify rural tourism **activities**
4. explain **factors** affecting the growth of rural tourism.

Range
Motivating factors

Relaxation, study, sport, culture, adventure, retreat, new experience

Types

Families, educational, age, interest, groups

Activities

Passive (painting, pottery, sightseeing, canal or lake cruising, photography, wildlife and fauna viewing, conservation)

Active (walking, climbing, caving, horse riding, pony trekking, skiing, cycling)

Factors

Availability of facilities and services, product awareness, environmental awareness

Unit 340   Farm and rural tourism in the UK
Notes for guidance

Suggested good practice

At a time when rural areas face change and uncertainty as traditional industries decline, tourism represents a means of revitalising local communities and increasing revenue. However, developing tourism on farms and in rural areas poses a range of challenges and therefore the need for managing that development is increasing. This unit gives learners the opportunity to investigate how farmers and rural areas have developed as tourist destinations. It looks at key factors and how the nature of tourism in rural areas has evolved from traditional activities to the range of activities and special interest packages available today. Learners will study the range of organisations responsible for managing rural areas, their roles and responsibilities and the ways in which they interact with each other. Different types of visitor will be explored, their motivation for participation in farm and rural tourism and the different activities, services and facilities demanded and available to them. Customer types and motivations for visiting farms and rural areas are changing and it is important for learners to be aware of how changing demands are affecting the provision of tourism in different rural areas.

Learners will have the opportunity to investigate both the positive and negative impacts of tourism in rural areas, considering the economy, the environment, and social and cultural issues. Learners will also consider how different management techniques are used to reduce the negative impacts whilst increasing the positive ones.

Learners' will be able to develop an understanding of the nature and attraction of tourism on farms and in rural areas, the organisations and bodies involved, the changes occurring in farm and rural tourism and the impacts and associated issues of managing tourism in rural areas. The unit lends itself to investigation of farm and rural tourism through field trips or visiting speaker to cover topics such as the effect on local communities and topical issues such as the requirement to broaden access to minority groups such as the disabled and ethnic minorities.

Tutors should introduce learners to the concept of farm and rural tourism through input on impacts that have influenced developments of tourism in rural areas within the UK.

This could be followed up by independent research on developments within a chosen area to gain an understanding of the roles and responsibilities of organisations involved in the management of rural areas, visiting speakers could be a useful source of information. Internet research of relevant websites will be helpful for learners and learning could be confirmed by individual or group presentations. Learners could be divided into small groups and each be given a specific organisation to research. They would then present their information to the rest of the class. Relationships between the organisations could then be explored through group discussions. If appropriate, a local rural area would be a good starting point for a discussion on the reasons why people visit rural areas and the types of activities available. This will help learners to start considering the different motivations for rural tourism.

This could be extended into an investigation of a range of rural areas within the UK through tutor input and internet research. Brochures or guidebooks could also be used to explore the various activities offered in different rural areas. Learners could be divided into small groups to identify an area to research. Each group could then find out what activities are offered by each area and suggest what type of tourists would be motivated to visit that area. The groups could then disseminate this information to the rest of the class.

Many rural areas are changing rapidly in response to the decline of traditional industries, agriculture and to the changing demands of tourists. This has had an effect on tourism services and facilities provided by rural areas. Learners should be made aware of these changes in demand and the effect on rural areas. Learners could also be introduced to recent legislation which has had an impact on

the provision, such as the Disability Discrimination Act. Tutor input could be supported by a visit to a rural area and guest speakers. Learners could also make use of information from the travel trade press and the internet. The impact of tourism is best studied 'in the field'; however, if this is not possible, tutor input could be supported by case studies, videos and guest speakers or visits to management organisations. Both the negative and positive impacts of tourism must be covered. Learners need to understand how organisations can manage the impacts so that disadvantages of tourism are reduced and the benefits of tourism are sustained or increased. There are many case studies and videos available about the impact of tourism on both the UK and other countries. The websites of UK National

Parks and the National Trust are also excellent sources of information, both on impacts and on management techniques. If examples are to be used from other countries, it is essential that learners have access to appropriate and up-to-date sources of information.

Resource	Title/How to access	
Websites	www.nationalparks.gov.uk	**National Parks Authority**
	www.nationaltrust.org.uk	National Trust
	www.arthurrantcentre.org.uk	Arthur Rank Foundation
	www.defra.gov.uk	Department for Environment Food and Rural Affairs (Defra)
	www.forestry.gov.uk	Forestry Commission
	www.englishnature.org	English Nature
	www.naturalengland.org.uk	Natural England
	www.countrysideaccess.gov.uk	Countryside Agency
	www.ramblers.org.uk	Ramblers Association
	www.yha.org.uk	Youth Hostel Association
	www.nfuonline.com	National Farmers Union
	Local conservation partnerships	

Unit 341 Worldwide adventure tourism

Level: 3
Credit value: 7
UAN number: F/601/3361

Unit aim

The aim of this unit is to provide learners with knowledge and skills relating to worldwide adventure tourism including the market, the experience and products available.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. Understand the adventure tourism industry and its market
2. Understand the adventure tourism experience
3. Understand worldwide adventure tourism products
4. Understand trends and developments in adventure tourism

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 341　Worldwide adventure tourism

Outcome 1　Understand the adventure tourism industry and its market

Assessment Criteria

Knowledge

The learner can:

1. define the nature of adventure tourism
2. describe the **impact** of adventure tourism to the global travel and tourism industry
3. explain the role of **stakeholders** in the adventure tourism industry
4. describe socio-demographic **characteristics** of the adventure tourist
5. describe **benefits** of adventure tourism to individuals
6. explain **risks** in adventure tourism.

Range

Impact

Tourist numbers, financial expenditure

Stakeholders

Providers, specialist tour operators, trade and regulatory bodies (Adventure Travel Trade Association, Adventure Activities Licensing Authority, Adventure Activities Licensing Service), governments / tourist boards, charities, media

Characteristics

Age, gender, budget, gap year, life cycle, personality types

Benefits

Increased confidence, team work, communication/interpersonal skills, leadership, personal development, sense of achievement, health and fitness, environmental awareness

Risks

Personal (serious injury/illness, victim of crime / terrorism)

Environmental (eg erosion, too many demands on a fragile infrastructure, pollution, indigenous population/flora/fauna)

Unit 341   Worldwide adventure tourism

Outcome 2   Understand the adventure tourism experience

Assessment Criteria

Knowledge

The learner can:

1. describe **physical activities** which may feature in adventure tourism
2. describe **cultural activities** and experiences which may feature in adventure tourism
3. describe **volunteer activities** which may feature in adventure tourism
4. explain how different types of activities may be scheduled to enhance the overall experience.

Range

Physical activities

Canoeing/kayaking, caving, diving, hiking and bushwalking, mountain biking, parachuting/sky diving, rock climbing/mountaineering, sailing, snow adventure, surfing/kite-surfing, trekking

Cultural activities

Language, social awareness (eg orphanages, poverty, communities)

Volunteer activities

Education, conservation, community and infrastructure improvement, aid projects

Unit 341   Worldwide adventure tourism

Outcome 3   Understand worldwide adventure tourism products

Assessment Criteria
Knowledge
The learner can:
1. identify **sources** of information about adventure tourism
2. describe types of **environment** suitable for adventure tourism
3. identify destinations worldwide which host adventure tourism
4. describe the range of activity **types** offered in specific adventure tourism **destinations**
5. explain **impacts** of adventure tourism on destinations worldwide.

Range
Sources
Brochures, websites, guide books, tourist boards, events (eg the Adventure Travel Show, White Air Extreme Sports Festival), magazines (eg National Geographic Adventure)

Environment
Natural (rainforest, mountain, coast, desert, countryside); man-made (city, visitor attraction, host community)

Types
Physical, cultural, volunteer

Destinations
UK, Europe, Africa, Asia, Australasia, South America, North America

Impacts
Socio-cultural, environmental, economic, political

Unit 341   Worldwide adventure tourism

Outcome 4   Understand trends and developments in adventure tourism

Assessment Criteria

Knowledge

The learner can:

1. explain **trends** in the development of adventure tourism
2. describe **considerations** for the future of adventure tourism.

Range

Trends

Families, responsible travel, extreme activities (eg BASE jumping), meaningful adventure, space tourism, more unusual destinations

Considerations

Restrictions on access to vulnerable areas, effects of climate change, sustainable development

Unit 341   Worldwide adventure tourism

Notes for guidance

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	
	• 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	
Periodicals and other publications	• National Geographic Adventure Magazine	
	• Wanderlust Magazine	
	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin)	
	• Selling Long Haul Magazine	
	• Holiday brochures	
	• DG & G Guides	
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.travelchannel.co.uk** **www.bbc.co.uk/holiday**	
Websites	**www.adventuretravel.biz**	**Adventure Travel Trade Association**
	www.expedia.co.uk	Expedia
	www.opodo.co.uk	Opodo
	www.travelocity.co.uk	Travelocity
	www.travelbag.co.uk	Travelbag
	www.trailfinders.co.uk	Trailfinders
	www.exploreworldwide.co.uk	Explore
	www.dragoman.com	Dragoman Tours
	www.contiki.co.uk	Contiki Travel
	www.aals.org.uk	Adventure activities licensing scheme

Unit 342 Tourism in the UK

Level: 3
Credit value: 8
UAN number: J/601/3362

Unit aim

The aim of this unit is to provide learners with an understanding that tourism is one of the largest industries in the UK and forms a vital part of the UK economy.

Learners will gain knowledge of the complexity of the industry in the UK and the variety of opportunities available for employment across the sector.

Learning outcomes

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

1. Understand the structure of tourism in the UK
2. Understand visitor trends in the UK
3. Understand the appeal of the UK to visitors
4. Be able to provide information to visitors

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 assignment covering practical skills and knowledge.

Unit 342 Tourism in the UK

Outcome 1 Understand the structure of tourism in the UK

Assessment Criteria

Knowledge

The learner can:

1. define **tourism** in the UK
2. explain the structure of tourism in the UK
3. identify organisations of different **types** involved in tourism in the UK
4. explain the role of different **types** of organisations in the structure of tourism in the UK.

Range

Tourism

Incoming, domestic

Types

Public sector, private sector, voluntary sector, local, regional, national, international

Unit 342　　Tourism in the UK

Outcome 2　　Understand visitor trends in the UK

Assessment Criteria

Knowledge

The learner can:

1. describe trends in the **origin** of visitors in/to the UK
2. describe how data is used to identify **types** of visitor in/to the UK
3. explain trends in the popularity of the UK to visitors
4. explain **factors** that affect tourism in the UK.

Range

Types

Length of stay, purpose, origin, age, gender

Origin

Country or region where visitors reside

Factors

Political, economic, cultural, environmental

Unit 342   Tourism in the UK

Outcome 3   Understand the appeal of the UK to visitors

Assessment Criteria

Knowledge

The learner can:

1. explain the appeal of the UK to visitors
2. identify **attractions** that appeal to visitors
3. identify **themes** that appeal to visitors.

Range

Attractions

Natural, man-made, protected

Themes

Culture, gastronomy, sport (participation, spectator), history, religion, media (TV productions), literary, adventure/activity, environmental

Unit 342 Tourism in the UK

Outcome 4 Be able to provide information to visitors

Assessment Criteria

Practical skills

The learner can:

1. research information on potential attractions for visitors
2. evaluate information to provide recommendations on potential attractions for visitors
3. provide information to support visitor choices.

Knowledge

The learner can:

1. identify **sources** of information to support visitor choices
2. explain the importance of recommending attractions which meet visitors' needs and wants.

Range

Sources

Websites, manuals, brochures, leaflets, guidebooks, atlas, local maps, local knowledge (personal or colleagues)

Unit 342 Tourism in the UK
Notes for guidance

Suggested good practice

It is likely that many learners working towards this unit will have a very limited understanding of the UK tourism industry and the organisations involved in it. The learners will benefit from a practical approach to this unit by either visiting local tourism organisations and through guest speakers from tourism organisations. When approaching the first learning outcome teachers should first explain the importance of tourism and the benefits that it can provide to the UK's economy. At this stage, teachers may also want to discuss the negative side of tourism. Good up-to date information can be found on the VisitBritain website.

It is important that learners understand the difference between the public, private and voluntary sectors, and this should be explored generally before the specific roles of these sectors in tourism is discussed. When studying the role of public sector organisations in the UK tourism industry, it would be useful for learners to investigate the role of their local authority in the provision of local tourism facilities. A visit to a local tourist information centre or a guest speaker from the local tourism officer is also useful.

Researching and analysing data forms the basis of many business decisions within the tourism sector, it is essential that learners are introduced to the types of data used, where this can be accessed and who compiles the data. Market research data is available on many aspects from surveys that are accessible to learners and incorporate the breadth of the tourism sector. Specific tourism data is available through VisitBritain and visitor surveys undertaken on their behalf.

When researching the appeal of the UK to visitors' teachers may wish to place learners in small groups, identifying a regional of the UK for them to investigate what attractions and themes are available for visitors, for example Yorkshire has a media theme following television series Heartbeat and Emmerdale. Visitors to Yorkshire may also be interested in the Bronte sisters or the heritage of the woollen industry. A visit to a local tourist region would support learners' research and understanding of the area in relation to the appeal to tourists.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Activities such as class discussion where learners can share experiences they have had whilst on holiday is always a good starting point from which to start the unit. Teachers should give examples from their own experience as both a tourist and as a customer of the various formats of making reservations and visiting tourist information centres. They should encourage learners to become observers of tourism providers whilst outside the formal learning forum and be prepared to discuss these experiences with each other.

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	• Youell, R, Tourism: An introduction, Longman,
	• Middleton Victor TC & Lickorish, Leonard J, British Tourism: The remarkable story of growth, Heinemann
	• Cooper, Prof C, Tourism: Principles and Practice, Financial Times/Prentice Hall

	• Holloway, Prof Chris, The Business of Tourism, Financial Times/Prentice Hall • Lickorish, Leonard J & Jenkins, Carlson L, Introduction to Tourism, Heinemann
Periodicals and other publications	• Trade Press (Travel Weekly, Travel Trade Gazette)
Videos	As well as the television holiday programmes there are many commercial videos available. Videos act as a stimulus for further discussion or as a visual image of a destination. A range of videos are available from VisitBritain and regional tourist boards.
Websites	**Most regional tourist boards, cities, towns or local authorities have a website, examples are listed below:** **www.visitbritain.com** Visit Britain **www.wtgonline.com** World Travel Guide **www.goodbeachguide.co.uk** Good beach guide **www.wishyouwerehere.co.uk** Wish you were here **www.york-tourism.co.uk** York Tourism **www.tourism.wales.gov.uk** Tourism for Wales **www.aboutscotland.com** About Scotland **www.londontown.com** London Town **www.bournemouth.co.uk** Bournemouth Tourism **www.tourism.thanet.gov.uk** Thanet Tourism **www.attractions.co.uk** Attractions Management **www.itt.co.uk** Institute of Travel and Tourism **www.springboard.co.uk** Springboard

Unit 343 Investigating the cruise industry

Level: 3
Credit value: 5
UAN number: K/600/9496

Unit aim

The unit enables learners to develop their knowledge about the cruise industry environment and the opportunities for employment with a range of cruise operators. Learners will develop their skills in selecting cruises that appeal to cruise customers and meet specific needs and also develop their understanding about the impacts of cruising on the main cruise areas around the world.

Learning outcomes

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

1. Know about the cruise industry
2. Understand the cruise market
3. Be able to select cruises that appeal to cruise customers and meet specific needs
4. Understand the effects of an expanding cruise sector

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 assignment covering practical skills and knowledge.

Unit 343 Investigating the cruise industry

Outcome 1 Know about the cruise industry

Assessment Criteria

Knowledge

The learner can:

1. describe **key stages** in the development of the cruise industry
2. describe the roles of **stakeholders** involved in the cruise industry
3. describe employment opportunities available within the cruise industry.

Range

Key stages

Ocean liners, competition from jet aircraft, traditional luxury cruise product, cruise trends and life-cycles, mass market tour operator involvement, expansion of cruise market

Stakeholders

Cruise operators, tour operators, trade and regulatory bodies (Passenger Shipping Association (PSA), Association of Cruise Experts (ACE), International Maritime Organisation (IMO), European Cruise Council (ECC), International Council of Cruise Lines (ICCL), The Cruise Line International Association (CLIA))

Unit 343 Investigating the cruise industry

Outcome 2   Understand the cruise market

Assessment Criteria

Knowledge

The learner can:

1. identify major **cruise areas** available to the UK market
2. describe the different **types of cruises** available to customers
3. explain how cruise lines have strategically developed products for a growing cruise market.

Range

Cruise areas

Regions - Caribbean, North America, Transatlantic, Mediterranean, Scandinavia, Baltic, Red Sea, Australasia

Rivers – Nile, Rhine, Rhone, Danube, Amazon, Yangtze, Volga

Types of cruises

Ex-UK, fly cruise, mini cruise, cruise and stay, river cruise, round the world, special interest, luxury, expedition, re-positioning, no-frills, cargo-passenger.

Unit 343   Investigating the cruise industry

Outcome 3   Be able to select cruises that appeal to cruise customers and meet specific needs

Assessment Criteria

Practical skills

The learner can:

1. use brochure information to select cruises that appeal to **cruise customers** and meet their specific **needs**

2. explain how the selected cruises will meet the **needs** of different types of customers.

Range

Cruise customers

Families, couples, solo-travellers, young adults, luxury, specialty

Needs

Cost, location, itinerary, accommodation types (inside, outside, balcony, suite, deck/level), facilities (dining options, medical, purser's office, childcare, shops, sports, internet, spas, photographers, specific needs), activities (entertainment, activity programme, excursion programmes), additional products and services (all inclusive, flight upgrades, private transfers, weddings/renewing marriage vows, birthday/anniversary celebrations, in cabin flowers, fruit, champagne)

Unit 343 Investigating the cruise industry

Outcome 4   Understand the effects of an expanding cruise sector

Assessment Criteria

Knowledge

The learner can:

1. outline potential future developments in the cruise industry based on current trends
2. explain how cruises **impact** on a cruise area, the gateway ports and ports of call.

Range

Impact

Positive/negative: social, economic, environmental, commercial

Unit 343   Investigating the cruise industry

Notes for guidance

The delivery of this unit should focus on what is currently happening in the increasingly important cruise sector of the travel and tourism industry. The sector has changed dramatically over the past few years and it is essential that this unit is delivered by subject experts with up to date knowledge. To commence, tutors might like to start with a group discussion asking for personal experiences of cruises learners have undertaken themselves. Initially, most learners may say they have never been on a cruise, but as discussions continue tutors may discover that many of the group have been on a mini cruise, ferry crossing or inland waterway holiday.

Tutors should add to this discussion with examples from their own cruise experiences or those of someone they know. A visit to a local cruise port and a ship visit is an excellent way for candidates to learn about the sector as is the involvement of guest speakers from the cruise or retail travel industry. Furthermore, most cruise companies produce their own promotional videos and there are often television programmes which feature cruising.

Busy cruise lines may be reluctant to arrange ship visits for those not already in the travel industry but learners can get an idea of the product by going on a short cruise ex UK visiting one or two nearby ports of call, or a mini cruise to a European port offered by a ferry company,
Focus should be given to the interpretation of information from cruise brochures, and a selection of differing brochures should be available for candidates to use. These may be online or paper-based. As paper-based brochures rely heavily on colour, tutors will need to ensure that any photocopies can clearly show the difference between colours, particularly on deck plans.

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	• Ward Douglas (2009) – Berlitz 2010 Complete Guide to Cruising and Cruise Ships, Berlitz Publishing Company Ltd
Periodicals and other publications	• ACE Travel Agents Cruise Manual • Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin) • Selling Long Haul Magazine • Holiday Which • ABTA magazine • Holiday brochures • Insights • Leisure Management • Tourism Concern • Tourism Journal
Videos	• ACE Travel Agent Training video Many cruise operators have their own videos available to buy or borrow

Resource	Title/How to access	
Websites	www.the-psa.co.uk	**Passenger Shipping Associations**
	www.cruiseexperts.org	Association of Cruise Experts
	www.europeancruisecouncil.com	European Cruise Council
	www.cruising.org	Cruise Line International Association
	www.discover-cruises.co.uk	Discover cruises
	www.worldtravelguide.net	World travel cruise guide
	British	
	www.pocruises.com	P & O Cruises
	www.fredolsencruises.com	Fred Olsen Cruise Lines
	www.thomson.com	Thomson and Island Cruises
	American	
	www.royalcaribbean.com	Royal Caribbean Cruises
	www.carnivalcruise.co.uk	Carnival Cruise Lines
	www.celebrity.com	Celebrity Cruises
	www.hollandamerica.com	Holland America Line
	www.ncl.com	Norwegian Cruise Line
	www.princess.com	Princess Cruises
	European	
	www.costacruises.com	Costa Cruises
	www.louiscruises.com	Louis Cruises
	www.msccruises.com	Mediterranean Shipping Cruises (MSC)
	www.easycruise.com	Budget Cruising
	Far East	
	www.starcruises.com	Star Cruises
	Cultural/adventure	
	www.orientlines.com	Orient lines
	www.swanhellenic.com	Swan Hellenic
	www.voyagesofdiscovery.com	Voyages of Discovery
	Luxury	
	www.cunard.com	Cunard
	www.rssc.com	Regent Seven Seas Cruises
	www.seabourn.com	Yachts of Seabourn Cruises
	www.silversea.com	Silversea Cruises

Academic institutions may join the Association of Cruise Experts 'Vision' programme which provides support for studying this expanding industry sector and offers the chance to complete specially prepared training material.

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, eg 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.

Unit 399 Travel and tourism destinations – UK

Level: 3
Credit value: 15

Unit aim

The aim is to develop the candidate's knowledge and skills so they can locate important tourist destinations in the UK 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 the UK
2. Understand the UK as a tourist destination

The assessment criteria and range for this unit can be found in units 312, 313, 314 and 315.

Guided learning hours

It is recommended that **124** 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.

6   Relationships to other qualifications

Links to other qualifications and frameworks

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

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

This qualification has connections to the:
- Level 3 Advanced National Diploma in Travel and Tourism

NQF units		QCF units	
Unit Number/Title		**Unit Number/Title**	
301	Worldwide travel and tourism destinations	301	Worldwide travel and tourism destinations
303	Sales and promotions in travel and tourism	303	Promotion and sales in travel and tourism
304	Principles of marketing for travel and tourism	304	Principles of marketing for travel and tourism
305	The UK travel and tourism industry	342	Tourism in the UK
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
311	Applied business travel skills	311	Applied business travel skills
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

316	Air fares and ticketing	316	Air fares and ticketing
317	Overseas representatives	317	Overseas representatives
318	Overseas resort representatives	318	Overseas resort representatives
319	Tour guiding	319	Planning and delivering guided tours
320	Holiday park host	320	Holiday park host
322	Ski chalet host	322	Ski chalet host
324	Human resources in travel and tourism	324	Developing people in travel and tourism
325	Ancillary sales and services	325	Ancillary sales and services
326	Travel and tourism legislation	326	Travel and tourism legislation
327	Cruising	343	Investigating the cruise industry
328	Foreign exchange	328	Foreign exchange
330	Package holidays	330	Package holidays
331	Resolving emergencies and problems in tourism destinations	331	Respond to emergency and problem situations in tourism destinations
337	Global Distribution Systems	337	Global Distribution Systems

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
- ***Qualifications and Credit Framework (QCF)***
  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
  Contains dates and information on the latest Centre events
- ***Online assessment***
  Contains information on how to register for GOLA 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, GOLA, 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