

TRAVEL AND TOURISM



Travel and Tourism

Level 1 Principal Learning

Specification (7451)
Assessment 2010 onwards

This Principal Learning specification should be read in conjunction with:

- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning
- Specifications for other components of Diplomas ie Functional Skills specifications, Project specifications and Additional and Specialist Learning specifications

This specification will be published annually on our website (www.diplomainfo.org.uk)

We will notify centres in writing of any changes to this specification. We will also publish changes on our website. The version of the specification on our website will always be the most up-to-date version, although it may be different from printed versions.

You can get further copies of this specification from:

AQA Logistics Centre Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH
or you can download it from our website (www.diplomainfo.org.uk)

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1 Introduction

1.1 Why choose AQA-City & Guilds?

AQA is the UK's main provider of GCSEs and A levels. Over 3.5 million AQA examinations are taken every year and AQA is recognised by schools and colleges as the number one choice for customer service and high quality products.

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Diplomas are a blend of academic and vocational learning and that is why AQA-City & Guilds is the ideal choice for any school, college or consortium looking to offer them. The collaboration brings together the leading providers of qualifications in both fields to provide all the support you need to deliver the Diploma at one point of contact.

Why are AQA and City & Guilds so popular?

- **Specifications**

These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that an AQA-City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

- **Support**

AQA-City & Guilds runs the most extensive programme of Diploma support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work. Further support is available from Diploma Support Teams.

- **Service**

AQA-City & Guilds Diplomas are administered from AQA's offices in Manchester and Guildford. We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

- **Ethics**

AQA and City & Guilds are registered charities. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer with either AQA or City & Guilds, we thank you for your support. If you are thinking of adopting AQA-City & Guilds for Diplomas, we look forward to welcoming you.

1.2 Why choose the Diploma in Travel and Tourism

The Diploma in Travel and Tourism introduces 14–19 year old learners to the exciting world of travel and tourism. Learners will acquire knowledge and develop skills in the broad context of the travel and tourism industries. In this rapidly changing, challenging, dynamic and global business environment learners will be able to make informed decisions about potential careers and further or higher education.

The Diploma in Travel and Tourism provides an education that helps learners thrive in a constantly changing global economy ensuring that teaching and learning draws on up-to-date developments from the relevant sector. Some topics covered include destinations and attractions, transport options, working in travel and tourism, images and perceptions, changing trends in travel and tourism and creating products and services.

Learners taking the Diploma in Travel and Tourism will also:

- have the opportunity to progress into work-based training, or further and/or higher education
- develop Functional Skills in English, mathematics and ICT
- produce a project which complements the Principal Learning and/or support progression
- have a wide choice of additional and specialist learning from which they can choose other qualifications which reflect their interests and abilities.

1.3 How do I start using this specification?

- Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Travel and Tourism. Gateway 1 approved consortia started teaching Diplomas in 2008, Gateway 2 approved consortia start teaching Diplomas in 2009, and Gateway 3 is approving consortia to start teaching in 2010. More information is available on the DCSF website: **www.dcsf.gov.uk**
- If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us. (See Section 5.2.) This will enable AQA to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the AQA website: **www.aqa.org.uk/admin/p_entries.html**
- Almost all examination centres in England and Wales are approved by either AQA or City & Guilds or both. A small minority are not. If your centre is new to both AQA and City & Guilds, please contact our centre approval section at: **centreapproval@aqa.org.uk**

1.4 How do I find out more?

Use Ask AQA – our online information service

Centres offering AQA-City & Guilds Diplomas will have 24-hour access to answers to the most commonly-asked questions at:

www.aqa.org.uk/rn/askaqa.php

If the answer to your question is not available you can submit a query for our team. Our target response time is two days.

Contact your Diploma Support Team

You may also contact the Diploma Support Team for your region. Please check current details on:

www.diplomainfo.org.uk

Diploma Support Teams have particular expertise in:

- supporting centres and consortia on Gateway applications
- curriculum development and delivery including consortium operation
- assessment and quality assurance
- dealing with work experience.

Attend a Teacher Support meeting

Details of the full range of current Teacher Support meetings are also available on our website.

There is a link to our fast and convenient online booking system for Teacher Support meetings at:

events.aqa.org.uk/ebooking/

If you need to contact the Teacher Support team you can call us on 01483 477860 or email us at:

teachersupport@aqa.org.uk

Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Diplomas. There is an office team to deal with your queries about:

- general administration
- general documents
- results documents
- timetable information
- publication orders.

You can contact us on 0870 410 1036 or email: **eos@aqa.org.uk**

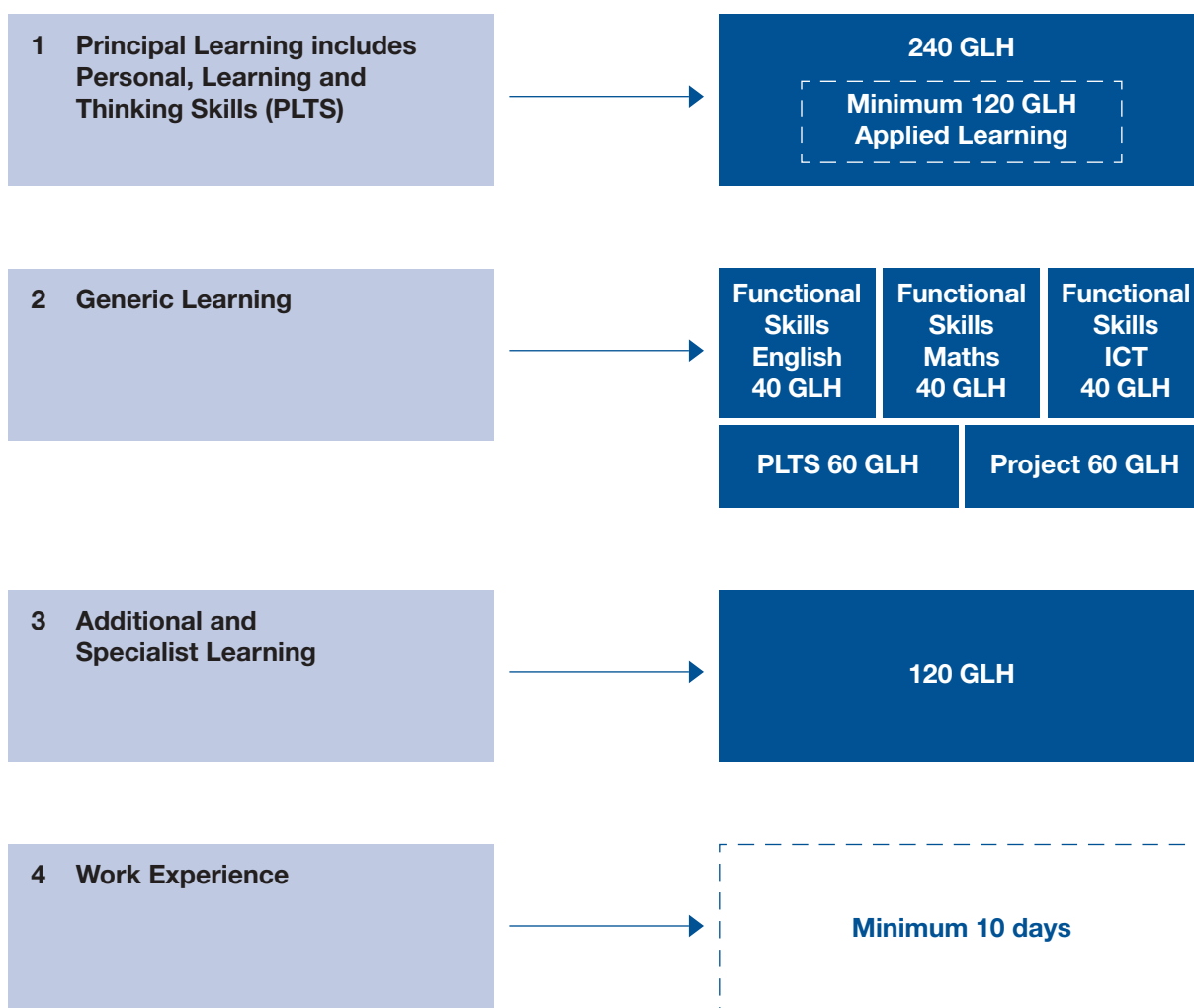
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

www.aqa.org.uk/regional_officer.php

2 Specification at a glance

2.1 Foundation Diploma at a glance – 600 GLH (guided learning hours)

- comparable to 5 GCSEs grade D–G
- 1 year full-time study or 2 years part-time with National Curriculum programmes of study
- all components are compulsory



2.2 Level 1 Principal Learning in Travel and Tourism at a glance

- all 5 units are compulsory

Unit 1 30 GLH

Introduction to planning journeys
Externally assessed

Unit 2 60 GLH

Introduction to destinations and attractions
Internally assessed

Unit 3 60 GLH

Looking after customers in travel and tourism
Internally assessed

Unit 4 60 GLH

Working together in travel and tourism
Internally assessed

Unit 5 30 GLH

Working in the travel and tourism sector
Internally assessed

3 Principal Learning

3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11–19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that summarises the intended outcome of achieving the PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below is the PLTS framework. A copy of this should be given to each learner. Following these descriptors is a table showing the PLTS that are integrated into the assessment criteria in the Level 1 Principal Learning in Travel and Tourism.

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 support conclusions, using reasoned arguments and evidence

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect their own and others' ideas and experiences in inventive ways

CT4 question their own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 adapt ideas as circumstances change

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

TW1 collaborate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations, including leadership roles

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

SM7 manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own.

This table shows the coverage of PLTS in the Principal Learning units of the Foundation Diploma in Travel and Tourism.

Level 1 Principal Learning in Travel and Tourism

PLTS	IE	CT	RL	TW	SM	EP
Unit 1						
Unit 2	★					★
Unit 3					★	★
Unit 4		★	★	★		
Unit 5			★		★	

3.2 Functional Skills signposting

The units **may** use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Principal Learning.

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 1 Introduction to planning journeys	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 1 • Analyse and process using mathematics Level 1 • Interpret and present results Level 1 	<ul style="list-style-type: none"> • Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1
Unit 2 Introduction to destinations and attractions	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 1 • Analyse and process using mathematics Level 1 • Interpret and present results Level 1 	<ul style="list-style-type: none"> • Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1
Unit 3 Looking after customers in travel and tourism	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 1 • Analyse and process using mathematics Level 1 • Interpret and present results Level 1 	<ul style="list-style-type: none"> • Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1
Unit 4 Working together in travel and tourism	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 1 • Analyse and process using mathematics Level 1 • Interpret and present results Level 1 	<ul style="list-style-type: none"> • Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1
Unit 5 Working in the travel and tourism sector	<ul style="list-style-type: none"> • Speaking and listening Level 1 • Reading Level 1 • Writing Level 1 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 1 • Analyse and process using mathematics Level 1 • Interpret and present results Level 1 	<ul style="list-style-type: none"> • Use ICT systems Level 1 • Find and select information Level 1 • Develop, present and communicate information Level 1

3.3 Level 1 Units

Level 1 Unit 1: Introduction to planning journeys

What is this unit about?

The purpose of this unit is to enable learners to use a variety of sources of information to plan journeys that meet customers' needs. The unit will teach learners the reasons for travel, the modes of transport available and their advantages and disadvantages for particular journeys, and the UK's major roads, rail routes and gateways. Learners will be taught how and where to research information for planning journeys and will be introduced to journey planning for a range of customer types.

The travel network within the UK is complex and in some regions varies in choice. To enable learners to plan journeys it is essential that they are aware of the wide variety of transport networks that are available to travellers, how they can access these in different regions and how they interlink to allow successful journey planning.

During this process, learners will develop and practice skills in planning journeys using major road and rail routes whilst identifying the main travel gateways within the UK.

Learners will be taught the wide range of transport available to travellers. Transport providers also offer services and facilities to enhance the travellers' journeys; learners will be taught about these services and where to find information on them in order to be able to offer advice and information to travellers to ensure their journey is as smooth and stress free as possible.

This unit will provide a base from which learners can move forward to planning more complex journeys that are an integral component on the travel and tourism sector.

Guided learning hours

This unit has 30 GLH assigned to it, which includes any time needed for assessment preparation. Learners will sit an examination of 1 hour.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the major UK transportation networks	a identify the UK's major road and rail routes b describe the UK's gateways
2 Know about transport services	a describe the advantages and disadvantages of different transport options b describe the links between different modes of transport c describe the services and facilities that transport providers offer
3 Know the information needed to plan journeys	a identify the reasons people travel b state the information needed to plan a journey
4 Be able to plan journeys	a state customers travel requirements b use information sources to plan journeys

3

In this externally assessed unit, PLTS are not referenced against Assessment criteria. However, the unit has been designed to afford ample opportunities for PLTS development through the learning programme. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

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

It is important that, through the Level 1 Principal Learning in Travel and Tourism learners receive as broad an experience of the whole sector as possible. Teachers should refer to, and use examples from, each of the six industries where appropriate and relevant. Details of the industries may be found on page 79 of the specification.

Learning outcome 1: Know the major UK transportation networks

UK's major road routes

- | | |
|------------------------------|-------------------------------|
| • M1 – London to Leeds | • M74 – Gretna to Glasgow |
| • M20 – London to Folkestone | • M8 – Glasgow to Edinburgh |
| • M6 – Rugby to Gretna | • A1(M) – Leeds to Newcastle |
| • M5 – Birmingham to Exeter | • M62 – Liverpool to Hull |
| • M25 – London Orbital | • M4 – London to South Wales. |

Learners must know how to identify the UK's major roads on a road map. Learners must know the above list as a minimum, however they must also be taught the major roads in their local area.

The main emphasis is that learners will be able to identify major roads on a road map.

UK's major rail routes

- | | |
|------------------------------|-----------------------|
| • London to Birmingham | • London to Norwich |
| • London to Manchester | • London to Newcastle |
| • London to Bristol/Plymouth | • London to Glasgow. |
| • London to Cardiff/Swansea | |

Learners must know how to identify the UK's major rail routes on a rail route/network map. Learners must know the above list as a minimum, however must also be taught the major routes in their local area.

The main emphasis is that learners will be able to identify major routes on a rail map.

Key UK gateways

Airports and 3 letter location identifiers:

- London Heathrow (LHR) Main gateway airport to the UK. It is a major connecting point for travellers flying on to other destinations around the world.
- London Gatwick (LGW) 2nd largest airport in the UK. It is a major connecting point for travellers flying on to other destinations around the world.
- London Stansted (STN) Charter and scheduled flights including low-cost airlines operate from this airport.
- London Luton (LTN) Charter and scheduled flights including low-cost airlines operate from this airport.
- London City (LCY) Gateway to London's City area, serving mainly the business community.
- Birmingham (BHX) Gateway to central UK
- Manchester (MAN) Gateway to northern UK
- Glasgow Intl (GLA) Main gateway to Scotland
- Glasgow Prestwick (PIK) 2nd gateway to Scotland
- Cardiff (CWL) Gateway to Wales
- Belfast International (BFS) Main gateway to Northern Ireland
- Belfast City Airport (BHD) 2nd gateway to Northern Ireland.

UK seaports

Gateway ports to and from Europe:

- Portsmouth
- Dover
- Southampton
- Plymouth
- Harwich.

Gateway ports to and from Ireland:

- Holyhead
- Stranraer
- Liverpool
- Larne.

Gateway to the Isle of Man:

- Douglas.

International Rail and 3 letter location identifiers

Eurotunnel – for cars and coaches:

- Folkestone.

Eurostar – passenger train service:

- Ebbsfleet (EBF)
- Ashford (ASI)
- St Pancras International Train Station – London (SPX) Central London location, good links to the rest of the UK, good links to the major UK airports.

Learners must know these gateways to the UK. Learners must be taught to describe where the gateway is and which form of transport it serves.

Learners must also be able to identify the stations and airports by their 3 letter identifiers.

Importance of Gateways

- Ease of access/location
- Good transport links for onward travel
- Many connecting flights to UK and international destinations
- Many airlines use airport so wide choice of carriers
- Ease of access to final destination.

When stating the gateways the learner must be able to describe the importance of the gateway as listed above.

It is important to note that not all of these reasons will apply to all gateways, learners must be taught which reasons apply to which gateways, for example, knowing that Dover is closest to France and so is the more widely used port and Heathrow has the widest range of international flights and so is the most widely used airport in the UK.

Learning outcome 2: Know about transport services

Modes of transport

Local

- taxis and other providers of private transport
- underground
- metro
- tram
- bus.

National

- coach – major coach operators of express services
- bus – major bus operators providing services between main cities and towns, tourist and airports/ports for travellers
- rail – main rail operators providing services between main cities and towns, tourist destinations and airports/ports for travellers
- car hire – for example at gateways to connect you to your final destination
- ferry – ferry routes to destinations in the British Isles
- air – UK domestic airline network.

International

- by sea – ferry routes across the North Sea, the English Channel and the Irish Sea
- by land – Eurolines, Eurostar
- by air – airline routes to European and Worldwide destinations for business and tourism travellers:
 - scheduled air services
 - charter air services
 - budget airlines.

It is essential that learners are taught that choosing the right mode of transport is vital to plan journeys to ensure the travellers' plans are feasible and maximise the time available.

Learners must have an awareness of all modes of transport listed in order to successfully plan journeys.

Modes of transport should include those from the voluntary as well as private and public sector.

Advantages and Disadvantages of different transport options

Advantages:

- air – fast, low cost fares available, ease of travel between destinations
- coach – low cost, local connections, links to other transport networks, links between most towns and cities
- bus – cost, local networks to tourist attractions, regular times and routes
- rail – speed of travel, good links to main cities and towns, direct trains between most cities
- ferry – can take own car, only method available to small islands in the UK with no air service.

Disadvantages:

- air – cost: some fares are expensive, additional taxes fees and charges are expensive, distance to airports, not always direct flights
- coach – length of journey, location of pick up points
- bus – generally local services
- rail – cost, no rail link in some destinations
- ferry – length of journey, can be cancelled due bad weather conditions.

Learners must be able to describe the advantages and disadvantages of different transport options. Learners must be taught that these advantages and disadvantages may be directly related to the customer requirements and these are factors which may restrict the choice of transport which is available. The advantages or disadvantages may also be specific to the journey length or destinations. Learners should be taught that not every advantage or disadvantage will apply in every case.

Learners will be able to describe the advantages and disadvantages of different modes of transport for different travellers. They will be able to describe the advantages and disadvantages of different transport options to meet the requirements of travellers for their individual needs.

Links between different modes of transport

- Main train links between airports and town centres, eg Heathrow Express or Stansted Express
- Park and ride services – you drive to an out of town car park and pick up a bus which takes you to the centre of town
- Tram and mainline train services
- Tube and mainline train services.

Learners must be able to describe how different modes of transport link to enable travellers to move between gateways and between destinations.

Learners must understand that going on a journey will inevitably involve more than one mode of transport. The journey starts from when you leave home and ends when you reach your destination and so includes, for example, getting to the airport or train station and getting from the station or airport to your hotel or attraction.

3

Services and facilities that transport providers offer

- Interchange stations
- Information desks and assistants
- On-board service assistants
- Assistance for passengers with individual needs
- Check-in services
- Ground handling services
- Booking service
- Internet access/Wi-Fi connection
- Passenger lounges
- Entertainment
- Catering facilities
- Lost and left luggage facilities
- In flight entertainment
- On-board meals and refreshments.

Learners must be taught the services and facilities that are offered by transport providers. Learners must be taught which type of transport these are offered by and when they may be offered, eg meals are offered as standard on long haul flights but you may have to pay for them on a short haul flight on a budget airline.

Learners must be able to describe these services and facilities, for example to a customer arranging a journey.

Learning outcome 3: Know the information needed to plan journeys

Reasons people travel

Travel for leisure

- relaxation
- holidays
- health
- sport
- religious purposes.

VFR (Visiting friends and relatives)

- holidays
- special events
- family occasions.

Travel for business

- conferences
- sales meetings
- business meetings with customers
- attending business exhibitions or events.

Learners must be able to identify why people travel and recognise that there are many reasons a person may travel, not just on a holiday.

3

Information needed to plan a journey

Information from customer

- destination(s)
- reasons for travel
- budget
- passenger numbers
- times and dates of travel
- preferred mode of transport
- specific customer needs.

Travel Information

- types of transport available
- prices
- timetables
- hospitality and catering
- motorway services
- visitor attractions
- facilities
- passport/visa requirements
- health requirements ie vaccinations
- insurance
- organised excursions.

Learners must be taught the type of information they will be required to gather in order to plan a journey for themselves or others.

Learners will need to be taught that any restrictions that are identified by the traveller should be accounted for within the journey plan.

Learning outcome 4: Be able to plan journeys

Customer's travel requirements

- Question the customer on their travel requirements (either written or orally)
- Use written information from the traveller in order to identify their requirements.

Learners must be taught to identify the needs of the traveller. Learners will need to obtain information from the traveller in order to plan a successful journey which meets their needs.

Information sources to plan journeys

Using information sources

- identify what information will be needed
- know where to find sources of information
- locate sources of information
- read through the sources of information
- select the relevant information.

Information Sources

- | | |
|------------------|--------------------------------------|
| • internet sites | • guidebooks |
| • timetables | • maps |
| • brochures | • atlas |
| • magazines | • specialist travel agency software. |

Learners must be able to use a variety of sources of information to select the relevant details to plan journeys.

There are information sources other than those listed here and learners should be taught how to use these as they arise.

Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

This unit will be tested via a short answer paper under controlled conditions. The paper may contain reference material from which the learner will have to answer questions. Learners will be allowed 1 hour to complete the paper.

Duration: 1 hour

Assessment type: Short answer

Number of marks: 48 marks

Learning outcomes	Assessment criteria	Marks	Weighting
1 Know the major UK transportation networks	a identify the UK's major road and rail routes	7	14.6%
	b describe the UK's gateways		
2 Know about transport services	a describe the advantages and disadvantages of different transport options	14	29.2%
	b describe the links between different modes of transport		
	c describe the services and facilities that transport providers offer		
3 Know the information needed to plan journeys	a identify the reasons people travel	9	18.7%
	b state the information needed to plan a journey		
4 Be able to plan journeys	a state customers' travel requirements	18	37.5%
	b use information sources to plan journeys		
Total		48	100%

Guidance for delivery

Although those learners working on this unit may have participated in organised journeys, it is unlikely that they will have been involved in the planning stage.

It is important that in this unit the learner gets to use an atlas and maps and identify where places are. The features of different destinations and identification of holiday destinations both in the UK and worldwide will be an engaging way to teach the geography required for this unit and subsequent units in the principal learning.

Teachers may explain the importance of careful planning of time for the range of travellers that learners can expect to meet within employment in the travel and tourism sector. It is also important that learners can identify and explain the potential risks to travellers of using a variety of modes of transportation when planning journeys where specific individual requirements are present for customers.

Learners should be encouraged to discuss their experiences as 'day trippers' or from other organised leisure activities involving journey planning; and teachers should give examples of their own experience of either organised or ad hoc journeys.

Visits to and guest speakers from travel agents, tourist information centres and transport companies are recommended as a way of reinforcing learning and placing it firmly within an industrial setting. This may also provide an opportunity for resource material, sample itineraries or journey plans and documentation to be obtained.

To ensure successful completion of this unit it is essential that learners be given the opportunity to plan journeys during their learning experience. This could be in the format of a day excursion, a business trip, a leisure visit or mini break. In all situations, the journey must be planned by learners and the planned journey could be carried out by the learners under supervised conditions. All journey plans should be monitored, checklists kept and feedback provided to learners which can then be used to produce an evaluation of the planned journey.

Examples of a journey plan may be as simple as a local guided walk, a day trip or an overnight stay. It must include transportation arrangements, comfort/refreshment stops, lunch/dinner arrangements. It may include overnight stops where appropriate, a specific visitor attraction or destination (beach, museum, historic house, country park, etc) or other reason for the journey.

The modes of transport may not always be the most obvious to learners who may have a limited experience of travelling using a variety of methods. These modes of transport should include providers from the public, private and voluntary sector to enable individual travellers' needs to be met.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with the employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to maintain contact with a range of employers in the industries who can be called upon to help with keeping the examples used in the taught content up-to-date.

- Working in either a realistic work environment or through work experience
- Visiting local travel and tourism facilities observing operations and interacting with staff and travel
- Inviting people who work in the sector to come in and talk to the learners
- Providing timetables for different modes of transport
- Providing information on local transport operators and their routes
- Providing tourist information leaflets and brochures
- Supporting teachers and learners with planning journeys through their professional experience.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- carry out research of transportation networks to identify relevant details to plan journeys (IE2)

Creative thinkers

- contribute ideas and explore possibilities for creating travel options and journey plans (CT1)
- choose alternatives or new solutions and follow ideas through for solving transport problems and options (CT5)
- change ideas as circumstances change while designing journey plans (CT6)

Team workers

- co-operate with others while researching major road and rail routes, UK gateways and transport hubs (TW1)
- reach agreements for final journey plan design (TW2)
- show fairness and consideration when evaluating different transport options (TW4)
- take responsibility during the research task activities (TW5)
- provide constructive support and feedback to other journey plan suggestions (TW6)

Self-managers

- show flexibility when priorities change during the planning journeys (SM1)
- work towards goals, showing initiative, commitment and perseverance during the research and planning (SM2)
- organise time, resources and prioritise tasks when carrying out research, creating travel options and devising journey planning (SM3)

Reflective learners

- plan and set personal goals for research of transportation options (RL2)
- review progress during planning of journeys (RL3)
- invite feedback on the journey plans for the given traveller case studies (RL4)
- evaluate travel options (RL5)
- communicate experience and feedback gained through finished journey plan (RL6)

Effective participators

- discuss issues of concern, seeking resolution where needed during research (EP1)
- propose practical ways forward for alternative transport options to meet different needs (EP3)
- present a persuasive case for the chosen journey plan to potential travellers (EP2)
- identify improvements that would benefit the final journey plan designs and travel options created (EP4)
- produce a journey plan by selecting appropriate gateways, hubs, methods of transport, services and facilities to meet individual travellers requirements (EP3).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading and writing skills in this unit, when researching reasons for travel, modes of transport, gateways and how to plan journeys as well as using written sources to find information when carrying out journey planning. Learners will need to extract relevant information and present it to travellers in a suitable way. They will need to present journey plans in a logical sequence.

Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. Group discussions about transport and journeys and guest speakers from, or visits to, travel agents, tourist information centres or transport companies will afford learners opportunities to practise their speaking and listening skills.

Learners can also develop a range of mathematical skills, for example extracting information from road maps, rail or other network diagrams, timetables, distance charts; calculations to do with distance, time and costs; comparing costs of different options; planning journeys within budgets. Learners might also use statistics, finding and using relevant data about reasons for travel and modes of transport or carrying out primary research into the reasons people travel and their preferences.

There will be many opportunities to make use of ICT skills in researching transport operators, routes, timetables and costs, including the use of electronic maps and route planners to locate gateways and destinations and in presenting information about journey plans, including the use of text and numbers. Learners may use email or web-based methods to communicate and exchange information as part of their research.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

Level 1 Unit 2: Introduction to destinations and attractions

What is this unit about?

The purpose of this unit is to ensure that learners can use sources of information to locate and find out about local, national and worldwide destinations and visitor attractions and use this information to inform others. Learners will also identify the impact that visitors can have on a local area. Learners will develop an awareness of how they themselves can be responsible travellers and visitors.

Learners will explore the worldwide travel and tourism sector where people from the UK travel abroad for business and holidays and large numbers of visitors are attracted to Britain.

Learners will have the opportunity to use sources of information to find out about local, UK and worldwide destinations. They will understand where to look for this information and learn the skill of sorting through information and judging its relevance, a skill which will be needed in any industry within the sector. This will lead to the learner being able to make suggestions for suitable destinations and/or attractions for specific visitor types.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and have been embedded in the content:

- independent enquirers
- effective participators.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 8 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 94–101 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the major destinations and visitor attractions	a locate major UK and worldwide destinations and visitor attractions	
	b describe features of major local, UK and worldwide destinations and attractions	
2 Understand the impact of visitors on local areas	a outline factors which affect visitor numbers to popular UK destinations and attractions	
	b describe the impact visitors can have on areas	
	c explain how to be a responsible traveller and visitor	
3 Be able to provide information to others about destinations and visitor attractions in local areas	a select information, judging its relevance and value, on the destinations and visitor attractions in local areas	IE4
	b assess the impact of visitors on local areas	
	c propose practical ways for individuals to be responsible visitors	EP3

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on page 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 1 Principal Learning in Travel and Tourism, learners receive as broad an experience of the whole sector as possible. Teachers should refer to, and use examples from, each of the six industries where appropriate and relevant. Details of the industries may be found on page 79 of the specification.

Learning outcome 1: Know the major destinations and visitor attractions

Major destinations

UK

Major cities:

- London
- Edinburgh
- Cardiff
- Belfast
- Manchester
- Birmingham.

Major resorts:

- Blackpool
- Brighton
- Newquay
- Scarborough
- Bournemouth.

Worldwide

Major cities:

- Paris
- New York
- Sydney.

Major resort areas:

- Florida
- Spanish Costas
- Balearic Islands
- Canary Islands
- Greek Islands
- Caribbean
- Thailand
- Alps
- Rockies.

Learners must know where these major destinations are and be able to locate them on a map.

Major visitor attractions

UK

- Stonehenge
- London Eye
- Houses of Parliament
- National Trust and English Heritage properties
- National Parks (Dartmoor and Snowdonia)
- Alton Towers.

Worldwide

- The Eiffel Tower
- The Alps and Pyrenees
- The Parthenon
- Disneyworld – Florida
- The Pyramids
- Great Barrier Reef
- Ayers Rock (Uluru)
- Taj Mahal
- Masai Mara National Reserve
- Empire State Building
- Red Square (Moscow).

Learners must know where these major visitor attractions are and be able to locate them on a world map. Learners must be able to say what the features of these attractions are.

Features of local, UK and worldwide destinations

Natural attractions:

- mountains
- countryside
- game parks
- deserts
- scenery
- lakes and mountains
- beaches
- national parks
- areas of outstanding natural beauty.

Climate:

- sun
- snow.

Business centres – New York, London, Tokyo

Shopping – Paris, Milan, New York

Entertainment:

- Disneyworld
- theatres
- safari holidays
- religious festivals
- cultural festivals
- amusement parks.

Historic:

- castles
- churches
- stately homes.

Landmarks:

- Eiffel Tower
- Statue of Liberty
- Tower of London
- The Pyramids
- Taj Mahal
- Great Wall of China
- Sydney Opera House.

Sport:

- skiing
- sailing
- cycling
- horse riding
- rafting.

Major holiday destinations in Europe:

- The Balearics
- Spanish Costas
- Cote d'Azur
- Greek Islands
- Italian Riviera
- Portugal
- Croatia.

Major holiday destinations worldwide:

- Australia
- Egypt
- Thailand
- North America
- Africa
- China
- India.

Learners must be able to describe the main features of destinations and attractions.

As a minimum learners must be able to describe the main features of the major destinations listed in Assessment Criteria 1.

Learning outcome 2: Understand the impact of visitors on local areas

Factors which affect visitor numbers

Negative factors:

- seasonal effects of summer and winter weather
- consecutive poor summers with frequent rainfall
- increase in foreign travel
- cheap airfares
- environmental issues eg oil on beaches
- strong £ exchange rates.

Positive factors:

- public disinclination to travel abroad because of terrorism
- good summer weather
- improvements in transport and travel links including cheap airfares
- weak £ exchange rates
- global economic crisis
- marketing campaigns
- good publicity
- improved facilities and amenities
- improved accommodation.

Learners must be able to outline the factors which affect visitor numbers to popular UK destinations and attractions and must be able to say whether these factors will have a negative or positive impact on domestic visitor numbers.

3

The impact visitors can have on areas

Environmental impacts

Negative:

- building of hotels and attractions in areas of countryside taking up space and causing visual pollution
- influence of transport such as airports, larger roads taking up land space and causing pollution in the area
- erosion of paths and tracks through increased visitor numbers in the countryside
- erosion of waterways and coastal areas by pleasure craft
- communication routes not able to cope with large numbers of tourists
- local water supply not able to cope with increased visitor numbers or water intensive facilities such as golf courses.

Positive:

- improved planning regulations for accommodation or tourist attractions
- restoration of ancient monuments and historic sites
- protection of natural environments such as beaches and forests
- creation of National Parks.

Economic impacts

Negative:

- many of the jobs available to local people in tourist areas are often lower paid and seasonal
- improvements in services may not reflect the local need, eg in some developing countries the need for a major leisure or golf complex is not high on a local agenda
- local economy dependent upon one sector.

Positive:

- jobs provided directly by tourism in hotels and tourist attractions
- jobs provided indirectly through shops and local businesses providing services/products for hotels and tourist attractions
- improvements in services and infrastructure through being a tourist area.

Socio cultural impacts

Negative:

- tourists from outside the area may demand facilities customs and food that are outside the local tradition and as such take away some of the local identity
- displays of relative wealth by tourists might attract petty criminals
- local religious dances and customs become tourist attractions
- locals unable to go about their daily life because of large numbers of tourists
- tourists' behaviour may contravene local traditions.

Positive:

- tourists from abroad may bring in new customs and ideas that improve the way of life in local areas
- increased understanding of others' way of life
- cultural gaps between countries are bridged.

Learners must be able to describe the impact visitors can have on local areas. Learners must know whether the impact has a positive or negative effect on the local area. The above list must be learnt as a minimum, however other potential impacts exist and these should be taught as they arise.

How to be a responsible traveller and visitor

- Try to eat local dishes
- Buy a phrase book and try to speak the language
- Use environmentally friendly sun products, shampoos etc
- Respect local sensitivities to dress, customs and behaviour
- Dispose of your litter sensibly
- Use public transport
- Do not waste power and water
- Do not buy souvenirs made from endangered species
- Leave only footprints and take only photographs.

Learners must be able to explain how to be a responsible traveller to an area. Learners must know the above factors as a minimum.

Learning outcome 3: Be able to provide information to others about destinations and visitor attractions in local areas

Select information, judging its relevance and value, to identify features and visitor attractions in a local area

Information sources

- maps
- holiday brochures
- internet search engines
- tourist information offices
- internet
- written research information like atlases
- holiday guides such the Lonely Planet series
- travel television channels
- tour operators' websites
- travel newspapers and publications
- travel magazines and travel pages in daily newspapers
- tourist attractions' leaflets
- travel and tourism textbooks
- local libraries
- holiday brochures
- travel and tourism reference materials
- tourist information offices.

Select information

- use appropriate search techniques to locate and pick information
- evaluate its match to requirements.

Judging its relevance and value

- fitness for purpose
- recognise the intention and authority of the provider
- Is the information biased?
- Is the information up-to-date?
- Is the information significant?

Learners must be able to use a variety of information sources, as listed, and to judge whether the information contained is relevant and valuable and therefore whether to use this information.

Assess the impact of visitors on local areas

- Asking people (locals)
- Looking around for signs of impact eg pollution
- Use information sources.

Learners must learn and try out a range of techniques in order to be able to assess the impact of visitor on local areas. When assessing the impact of visitors on an area learners should consider the factors in learning outcome 2.

Propose practical ways for individuals to be responsible visitors

Ways to be responsible visitor:

- try to eat local dishes
- respect local sensitivities to dress, customs and behaviour
- knowing the rules of any visitor attraction
- keep any children under control
- dispose of litter sensibly
- use public transport
- do not waste power and water
- do not buy souvenirs made from endangered species
- leave only footprints and take only photographs.

Making proposals

- outlining suggested changes and any anticipated benefits
- identifying services or activities that might support changes
- giving options.

Learners are not expected to give in-depth proposals for keeping visitor impact to a minimum, but they should know the techniques of making the proposal and be able to make simple suggestions that relate to local attractions or destinations

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 94–101 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The purpose of this assessment is for learners to demonstrate their skills in selecting relevant information from information sources about visitor attractions and destinations. They will then use this information to create a booklet advertising 1 UK and 1 worldwide destination to inform the customers of attractions in the area and show their knowledge of the impact that tourism can have on destinations and attractions by advising the customers how they can be responsible visitors.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Evidence

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Booklets on destinations and attractions in 2 visitor destinations.	Two booklets including: <ul style="list-style-type: none">the features of the destination and attractionslist of information sources including where the information was found. This must include reference to those sources that were dismissed as irrelevantnotes and research on the 2 visitor destinationsa map showing the location of the area being visited and the location of other major destinations and attractions in the areainformation on how to be a responsible visitor to the areadetails of similar destinations the customer may wish to visit.	Hard copy or electronic. May include pictures The booklet should be no more than 3 sides of A4	1a, 1b, 1c and 3a

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 8 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources direct from employers, which will help to give the assignment a real work-related purpose.

If teachers are to supply the information from which the learner will research the destinations, teachers must ensure that some irrelevant sources are included in the information provided so that learners can pick the relevant source.

Supervision (medium control)

Learners must be supervised when producing their booklets containing all the relevant information. Learners may undertake information collection towards their final assessment without direct supervision provided that it is clearly identifiable how they selected the relevant information sources. All learners must include notes and any researched information with their information booklet to ensure authenticity.

If the 'local area' is simulated and the learner is being supplied with information from which to write any reports then the entire assessment should be carried out under supervision.

Collaboration (limited control)

This unit is not suitable for team work and learners should work independently.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the major destinations and visitor attractions	6	12.5%
2 Understand the impacts of visitors on local areas	18	37.5%
3 Be able to provide information to others about destinations and visitor attractions in local areas	24	50%
Total	48	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 94–101.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 2 marks	3 to 4 marks	5 to 6 marks
1 Know the major destinations and visitor attractions	<p>Located the UK and worldwide destinations and visitor attractions, with limited accuracy.</p> <p>Described the features of one of the UK and worldwide destinations and visitor attractions, some were accurate.</p>	<p>Located the UK and worldwide destinations and visitor attractions, most were accurate.</p> <p>Described the features of two of the UK and worldwide destinations and visitor attractions, most were accurate.</p>	<p>Located the UK and worldwide destinations and visitor attractions with a high level of accuracy.</p> <p>Identified the features of two of the UK and worldwide destinations and visitor attractions, with accuracy.</p>
	0 to 6 marks	7 to 12 marks	13 to 18 marks
2 Understand the impacts of visitors on local areas	<p>Outlined a limited number of factors which affect visitor numbers to UK destinations, some were accurate.</p> <p>Described some general impacts of travel and tourism on an area in a basic manner.</p> <p>Explained some general points on how to be a responsible traveller and visitor.</p>	<p>Outlined a good number of factors which affect visitor numbers to UK destinations and attractions, most were accurate.</p> <p>Described clearly both positive and negative environmental impacts of travel and tourism which relate to an area.</p> <p>Gave a brief but accurate explanation of how to be a responsible traveller and visitor.</p>	<p>Outlined a large number of factors which affect visitor numbers to UK destinations and attractions, almost all were accurate.</p> <p>Described in detail both positive and negative environmental impacts of tourism related to the specific area chosen.</p> <p>Gave a detailed and accurate explanation on how to be a responsible traveller and visitor.</p>
	0 to 8 marks	9 to 18 marks	19 to 24 marks
3 Be able to find out about destinations and visitor attractions in local areas	<p>Selected a limited range of information using techniques that were not always appropriate. Some information had limited relevance or value. Identified a small range of features and visitor attractions in the local area.</p> <p>Made a limited assessment of a small number of the more obvious impacts of visitors to the local area.</p> <p>Made proposals with limited relevance of how visitors can limit their impact on local areas with minimal examples.</p>	<p>Selected a limited range of information using mostly appropriate techniques. Most information was highly relevant and valuable. Identified a good range of features and visitor attractions in a local area.</p> <p>Made an assessment including mostly the more obvious impacts of visitors to the local area.</p> <p>Made mainly relevant proposals of how visitors can limit their impact on local areas with some specific examples.</p>	<p>Selected a wide range of relevant and valuable information using appropriate techniques. Identified a wide range of features and visitor attractions in a local area.</p> <p>Made a thorough assessment of impacts of visitors to the local area. This included more subtle impacts as well as the obvious impacts.</p> <p>Made relevant proposals of how visitors can limit their impact on local areas with a range of specific examples.</p>

Guidance for delivery

This unit offers learners an opportunity to gain an overview of the major local, UK and worldwide tourist destinations together with a detailed understanding of the impact visitors have on local areas.

Learners should be encouraged to research a range of destinations worldwide using easily obtained information such as tour operators' brochures etc. By using this information learners will be able to make a clear correlation between the needs of customers and types of attractions.

Travel television channels provide ample opportunities to explore a range of destinations worldwide and allow learners to sample the jargon and ethos of the travel and tourism sector. These activities should be as interactive as possible with learners being given ample opportunities to discuss their findings. Learners could produce posters, factfiles and presentations following visits to attractions and employer talks. The attractions of certain destinations may not be immediately obvious to young learners eg stately homes, national parks. Learners should interact with a range of customers to build up their understanding of customer needs. This would link this unit to Unit 3 Looking after customers in travel & tourism.

The use of ICT will be central to investigating statistics, preparing tables and graphs for work on visitor numbers and trends. The report on changes can be written or an annotation of graphs and diagrams to describe trends and specific changes in visitor numbers.

A visual report gives scope for the learner to display information as a poster or display to show the key information on visitor impacts on a chosen area. This could be the learner's own local area or a localised area from other parts of the UK or world. The size of area will depend on the availability of information and statistics, but whole countries and regions would not be considered a local area. This is likely to be a major town or city and its surrounding area or an administrative region/district. Learners can use the same destination if this is based on a dedicated visit to an attraction. To allow learners to experience as many different destinations and attractions as possible a range of local visits should be organised.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with the employers with whom the consortium has links, and with employers used for work experience placements.

Working with local tourism providers such as holiday parks and local councils would help learners to focus their attentions on the factors that attract visitors. Considerable work is being carried out by local tourist providers with regard to environmental issues and sustainability. Teachers should make a point of sourcing this information locally and working with providers.

Working with local travel agents will ensure a constant source of up-to-date brochures and travel trade newspapers. These will be useful for statistics and trend information and illustrate the factors that cause some destinations to drop in popularity. Transport providers are also able to supply trend information for the local area. Learners should visit regional airports to understand the range of domestic and international destinations served and the reasons for growth.

Part of the role of the overseas representative for a tour operator is to produce an information board for visitors. Learners could produce this using information from holiday brochures. In completing this task learners will also understand the importance of presentation and meeting the needs of all their customers. Tour operators have offices based all over the UK. They have extensive manuals for their personnel which many are willing to share with schools and colleges.

Many local bus companies offer short tours to other parts of the country, working with these organisations could give an insight into the demands of customers and the attractions visited.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- ask questions to discover the impact of visitors to an area (IE1)

Creative thinkers

- generate ideas on how to be a responsible traveller in their local area (CT1)

Team workers

- collaborate with others to identify sources of information (TW1)
- showing fairness and consideration to others when suggesting how to be a responsible traveller and visitor to an area (TW4)

Self-managers

- consider how a variety of sources of information can be used to prioritise actions (SM3)

Effective participators

- present a persuasive case for action on becoming a responsible traveller (EP2)

Reflective learners

- evaluate experiences of sourcing information to inform future instances (RL5).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Learners can develop their reading and writing skills through researching destinations, visitor numbers and the economic impact, sifting through information from a range of sources including brochures, leaflets, holiday guides and websites and judging its relevance. They will need to select information and use it to inform their suggestions about suitable destinations as well as their conclusions about trends. When learners write their findings into a report, they should be aware of the difference between fact and opinion and using language to influence.

Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. If visits, guest speakers and travel programmes are used, learners will need to use active listening skills to get the most from the opportunity. Discussions or presentations about how to be a responsible traveller will allow learners to use visual aids to support their points.

Mathematical skills can be developed when investigating visitor numbers and trends and assessing the economic impact of travel. Learners are likely to need to understand and work with large numbers, percentages and fractions. Learners may need to extract data from charts, tables, graphs and diagrams and may make use of visual presentations such as graphs and diagrams to support their findings about trends.

Learners may use email or web-based methods to communicate and exchange information as part of their research. As well as researching, learners may make use of ICT skills in developing and presenting information, including a combination of text, tables, numbers, graphs and/or image for their reports.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

Level 1 Unit 3: Looking after customers in travel and tourism

What is this unit about?

The purpose of this unit is for learners to carry out effective customer service in a travel and tourism environment. This will include communicating with customers both verbally and non verbally and following prescribed customer service procedures.

Learners will learn why customer service is a vital component of the travel and tourism sector and to develop the appropriate skills to work effectively within the sector. Effective customer service is vital to the success of any business but in the travel and tourism sector employees are expected to enhance the customer experience by routinely going that extra mile. Working with a range of customers with diverse needs and in varying situations will provide opportunities for learners to develop the interpersonal and customer service skills which are routinely expected in the sector. Learners will reflect on the importance of customer service in all aspects of the sector including ferries, airlines, travel agencies, tour operators, tour guiding organisations and holiday centres and ancillary services such as car hire and insurance as well as travel promotion organisations such as time share and travel journalism.

First class communication skills, empathy and being a people person are essential in the sector, as is good personal presentation. Though there are opportunities for regular 9-5 work, much of the travel and tourism sector is outside of regular working hours. Exceptional standards of customer service, good personal presentation and good communication skills must be maintained at all times for both internal and external customers.

To work in any of the industries within the sector learners will need to be able to work with people in circumstances that might be, on occasions, highly charged and fast moving. Correct complaint handling is essential and this demands a creative and sympathetic approach as well as a thorough understanding of company procedures and travel and tourism legislation.

Knowledge and skills gained in this unit will be vital in all industries within the travel and tourism sector. Skills gained in this unit will also be transferable to any service industry where front-line contact is involved.

Teaching this unit in conjunction with Level 1 Unit 4 Working together in travel and tourism will further embed learners' understanding of the importance of developing customer service skills.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and have been embedded in the content:

- self-managers
- effective participators.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 6 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 94–101 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the importance of the customer service process	a explain the importance of customer service	
	b explain the varying needs of different customers	
	c explain how customer service policies influence customer service delivery	
	d explain how organisations use customer satisfaction level monitoring	
2 Know how to deliver customer service	a identify the importance of non verbal communication with customers	
	b describe why personal presentation is important in customer service delivery	
	c outline the complaint handling process	
	d identify individuals' responsibility for customer service delivery	
3 Be able to carry out customer service skills	a present a professional image towards customers and colleagues	
	b communicate sensitively with different customer groups, managing emotions throughout the process	SM7
	c review own performance of delivery of customer service, identifying improvements that would benefit themselves and others	EP4

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

Scope of content

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

It is important that, through the Level 1 Principal Learning in Travel and Tourism, learners receive as broad an experience of the whole sector as possible. Teachers should refer to, and use examples from, each of the six industries where appropriate and relevant. Details of the industries may be found on page 79 of the specification.

Learning outcome 1: Understand the importance of the customer service process

Importance of customer service

- To the organisation
 - it keeps customers coming back
 - will want the customer experience to be accomplished within the parameters acceptable to them both organisationally and financially but at the same time that will encourage customer loyalty, recommendation and repeat business
- To its employees
 - to the team who will want the customer experience to be cohesive in the knowledge that once again they have a happy customer, the team is informed, working well and has a shared understanding of the company's aims and objectives
 - to the individual who will know that they have met customer expectations of their employer's products
- To its customers
 - will want their request dealt with promptly, effectively and pleasantly and to a standard they expect from the company involved.

Learners should be able to explain the importance of customer service to the travel and tourism sector.

Varying needs of different customers

Aggressive customer – might be aggressive because he has been misinformed or has misunderstood information, could be outside of comfort zone or could be aggressive because he is under the influence of drink or drugs. Needs to be given a seat and asked to calm down and talk through what is troubling him.

Confused Customer – might be confused because s/he is unfamiliar with travelling in general or being abroad and needs more information or information in a clearer format, eg written as opposed to verbal. Could simply need reassurance or ideas of what to do as regards sightseeing etc.

Abusive Customer – could be upset because he has misunderstood the information given to him or that others in his party are upset because the hotel is not as expected. Ask him to calm down and take a seat and then you will attend to his query.

English second language – might need to have information in a different format or might not be able to express themselves sufficiently in English. If this is the case try and find a colleague who can help if none available try to use pictures to establish customer needs.

Withdrawn – might be in unfamiliar circumstances and frightened, use open questions to establish their needs, use encouraging signals in body language to assure the customer eg smiling, leaning towards the customer, nodding.

Customer with special needs – determine their exact needs don't assume that because someone is in a wheelchair that is their only special need, ensure the accuracy of the information given to the customer.

Young families – ensure you know what they want, might be concerned about taking very young children abroad, might want children’s clubs, be reassuring, answer all their questions, double check all information.

Learners should be able to explain the varying needs of customers.

Key customer service policies and procedures in travel and tourism

Travel Services – individual tour operators’ and travel agencies’ policies and codes of conduct as well as Association of British Travel Agent (ABTA), Association of Independent Tour Operators (AITO), Pacific Asia Travel Association (PATA).

Tourism Services – national, regional and local policies and codes of conduct, eg VisitBritain, UKInbound, RDA and local destination marketing organisations’ recommendations for customer service.

Conferences and Events – national, regional and local policies and codes of conduct, eg VisitBritain, UKInbound, Business Tourism Partnership, RDA and local destination marketing organisations’ recommendations for customer service.

Visitor Attractions – national, regional and local policies and codes of conduct, eg VisitBritain, UKInbound, English Heritage, National Trust, RDA and local destination marketing organisations’ recommendations for customer service.

Accommodation Services – national, regional and local policies and codes of conduct, eg VisitBritain National Quality Accommodation Scheme (NQAS), AA Hotel Recognition scheme, British Hospitality Association (BHA), Historic UK, RDA and local destination marketing organisations’ recommendations for customer service.

Passenger Transport – national and international organisations such as Association of Train Operating Companies (ATOC), International Air Transport association (IATA), Civil Aviation Authority (CAA), Passenger Shipping Association (PSA).

Learners must be taught these customer service policies and procedures and be taught to recognise that policies and procedures in one travel and tourism industry will differ from those in another. Learners must be taught the reason for having policies and procedures.

3

How customer service policies influence customer service delivery

- Complaints need to be dealt with within a specified time in line with company and trade body standards
- Standards of customer service need to be met at all times
- Staff need to be trained to company and trade body standards
- Staff need to keep up-to-date with company and trade body procedures
- Keeps customer service at a consistent level across an industry.

Learners must be taught to recognise that the policies and procedures may have any number of impacts on customer service delivery, both positive and negative.

How organisations monitor customer satisfaction levels

- | | |
|--------------------------------|--------------------|
| • Customers’ direct complaints | • Questionnaires |
| • Welcome home cards | • Mystery shoppers |
| • Surveys | • Competitions. |

Learners should be able to explain how organisations monitor customer service levels.

How information on customer service levels is used

- Pinpoint staff training needs
- Project an image of a company that cares about its customers and their comments in its marketing
- Improve products
- Identify other business opportunities
- Monitor trends in business
- Reduce costs by highlighting ineffective practices.

Learners must be taught the varying reasons that customer service levels are monitored and how this information is put to use.

Learning outcome 2: Know how to deliver customer service

Non Verbal Communication Skills

- Listening skills
- Note taking, e-mails and letters
- Present information to both external and internal customers in writing
- Empathise with clients and meet specific needs, eg young families, elderly clients, groups of young people.

Learners will need to identify and recognise the range of non verbal communication skills.

Importance of non verbal communication skills

- Good use of eye contact, smiling, projecting a pleasant friendly personality
- Good posture
- Smart appearance
- Confident, polite, efficient approach
- Full attention to client – making notes, listening.

Importance of Personal Presentation

- Create a good first impression – smile, welcoming approach, appropriate greeting, use of customers' names, apologise if clients have been kept waiting, willingness to help
- Good personal presentation – clean, tidy, appropriate hair and make-up, appropriate jewellery, pressed uniform, name badge in place
- Tidy desk, pen, paper, computer ready to use, passwords to hand, empty cups and drink cans out of sight
- Up-to-date information, reference material, accommodation lists
- Correct spelling on letters, notes and messages.

Good personal presentation is essential within the travel sector. Learners must understand that they are not only representing themselves they are also representing the company and customers' perceptions of them as individuals will affect their perception of the company.

Complaint handling process

- Calm the customer and make them comfortable, offer them a drink
- Ask them for details of their booking and their complaint and write the information down
- Double check the information
- Tell the customer what you will do now, ie contact the company and discuss the complaint or write to them
- Detail what your company policy is regarding handling complaints, eg time schedule
- Tell the customer how long it will take to investigate the complaint and when they will get a reply (as per the company's complaint procedures)
- Inform a senior member of staff of your actions.

Learners will need to outline the customer complaint handling process. The above is a standard version, but learners should be taught that certain aspects may change from company to company, ie who to report it to, or the timescales involved.

3

Individual's responsibility to customer service

- Manager – overall responsibility for all bookings and the conduct of all staff in the office
- Senior staff – responsible for the supervision of junior staff and assumes responsibility in the absence of the manager
- Team member – must maintain company customer service standards at all times but must be aware of limits of responsibility when dealing with all complaints and serious breaches in customer service. These limits will be specific to individual businesses.

Learners must be aware of their own responsibility for customer service delivery as well as others in an organisation. This will include when to pass on difficult customers etc. Learners should be aware that this will vary from company to company.

Learning outcome 3: Be able to carry out customer service skills

Presenting a professional image

- Dress
- Hair
- Nails
- Hygiene
- Behaviour
- Time keeping
- Language.

Learners should know how to present a professional image in a workplace. Learners should be made aware that this may differ from workplace to workplace, but it is their responsibility as employees to ensure they know the policies before they start work.

Communicating sensitively with different customer groups

- Approaching customers at the appropriate time
- Asking relevant questions to establish customers' needs
- Active listening
- Responding to customers individually, showing sensitivity and managing own emotions when necessary
- Using language that is:
 - clear and straightforward
 - polite
 - friendly
- Using positive body language.

Learner should be able to communicate with different customer groups and with different needs as detailed in learning outcome 1.

Review own performance of delivery of customer service, identifying improvements that would benefit themselves and others

- Did you create a good first impression – was your work area tidy, your clothes clean and pressed, your hair tidy, did you greet your customer with a smile?
- Did you create a rapport with your customer?
- Did you give them all the information they needed?
- Did you present this information clearly?
- Did you leave them with a positive impression of you and your organisation?
- Did you evaluate your performance and detail ways you could improve your performance?

Learners must be able to carry out a review of their own performance of customer service. This should include the above as a minimum.

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 94–101 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The practical opportunities selected for assessing customer service must have a travel and tourism purpose and context. This will ideally be in a real situation, if this is not possible it may be based wholly on a given scenario with a realistic simulation preferably with others unknown to the learners.

Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. The assessment set must provide a coherent activity which will allow learners to evidence the assessment criteria.

Role plays should be designed so that the learner has to deal with at least 3 different customer types. In this at least one role play should be a complaint and one should require the learner to refer the query to a manager or supervisor.

Learners should be expected to dress appropriately for the role play, promote a positive image and be able to demonstrate their verbal and non-verbal communication skills with both internal and external customers.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Application of customer service skills to at least 3 different customer types with differing needs.	<p>Role Plays</p> <ul style="list-style-type: none">• outlining to the customer the complaints handling process• the learner's and manager's responsibility for customer service.	<p>Transcript or recording or witness statements or combination of the above</p> <p>Each role play should take no longer than 5 minutes including any supplementary questioning from the teacher</p>	2c, 2d, 3a, 3b and 3c

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Review	Report including: <ul style="list-style-type: none"> the importance of customer service the customer types served and their needs the policies followed and how the policies influenced delivery review of conduct including any feedback received improvements to be made in the future. 	Electronic or Hard copy The report should be no longer than 4 sides of A4	1a, 1b, 1c, 1d, 2a, 2b and 3d

3

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 6 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources direct from employers, which will help to give the assignment a real work-related purpose.

Supervision (medium control)

Learners should be supervised when taking part in role play activities and when writing up reviews.

Collaboration (limited control)

This unit is not suitable for team working.

Roles

A suitable adult should play the role of the customer in this assessment. Role plays should be made more authentic by using members of staff unknown to learners or employers. The teacher or marker may ask questions of the learner in order to establish understanding of some aspects. This should be documented and added to the witness statement.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the importance of the customer service process	12	25%
2 Know how to deliver customer service	12	25%
3 Be able to carry out customer service skills	24	50%
Total	48	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification on pages 94–101.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Understand the importance of the customer service process	<p>Attempted to explain the importance of customer service to customers but not internal customer service.</p> <p>Explained in a very limited way the varying needs of customers, concentrating on external customers.</p> <p>Explained some key customer service policies and procedures and gave a brief explanation of how customer service policies influence customer service delivery.</p> <p>Identified some basic examples of how organisations monitor customer service satisfaction levels.</p>	<p>Explained the importance of customer service to a range of customers.</p> <p>Gave a brief explanation of the varying needs of a wide range of customers, both internal and external.</p> <p>Explained the main customer service policies and procedures and gave a clear explanation of how customer service policies influence customer service delivery.</p> <p>Identified the main examples of how organisations monitor customer service satisfaction levels.</p>	<p>Explained in detail the importance of customer service to a range of customers.</p> <p>Gave an in depth explanation of the varying needs of a wide range of customers, both internal and external.</p> <p>Comprehensively explained the key customer service policies and procedures and gave a detailed and extensive explanation of how customer service policies influence customer service delivery.</p> <p>Gave a comprehensive number of examples of how organisations monitor customer service satisfaction levels.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Know how to deliver customer service	<p>Identified some basic elements of the importance of good verbal and non-verbal communication skills.</p> <p>Described some basic elements of the importance of personal presentation in customer service delivery.</p> <p>Attempted to outline the complaint handling process.</p> <p>Attempted to identify areas of personal responsibility for customer service, concentrating mainly on themselves.</p>	<p>Identified the main elements of the importance of good verbal and non-verbal communication skills.</p> <p>Described the main elements of the importance of personal presentation in customer service delivery.</p> <p>Outlined the main elements of the complaint handling process.</p> <p>Identified the main areas of personal responsibility for customer service, mainly focusing on themselves.</p>	<p>Gave a comprehensive identification of the elements of the importance of good verbal and non-verbal communication skills.</p> <p>Gave a comprehensive description of the elements of personal presentation in customer service delivery.</p> <p>Gave a comprehensive outline the complaint handling process.</p> <p>Gave a comprehensive explanation of the main areas of personal responsibility for customer service, including other roles, other than their own.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 8 marks	9 to 16 marks	17 to 24 marks
3 Be able to carry out customer service skills	<p>Attempted to present a professional image with customers and colleagues at times, only included few aspects on presentation.</p> <p>Attempted to communicate sensitively with different customer groups, mostly achieving this with customers with more basic needs.</p> <p>Attempted to review their performance of customer service with some attempt to state how to improve customer service skills.</p>	<p>Presented a professional image with customers and colleagues most of the time, covering most aspects of personal presentation.</p> <p>Communicated sensitively with customers of varying needs, and a few with more complex needs.</p> <p>Reviewed their performance and improved customer service skills.</p>	<p>Consistently presented a professional image with customers and colleagues, covering most aspects of personal presentation.</p> <p>Communicated sensitively with customers of varying needs including more complex needs.</p> <p>Extensively reviewed their performance and extended their customer service skills through engaging skills in different situations.</p>

3

Guidance for delivery

In order for learners to be able to identify good customer service it will be essential for learners to have as much contact with the travel and tourism sector as possible. Customer service expectations will vary across industries based on the diversity of customers handled. It is essential therefore that extensive links with the sector are developed which will offer learners a range of experiences. In addition learners should be involved in routine travel and tourism events such as trade fairs, promotion evenings and conferences to see how employees of the sector present themselves.

Learners should be encouraged to discuss their own holiday experiences and first hand contact with travel professionals and analyse the impact of these on them as the customer. These discussions will not only allow learners to share ideas with others but will allow them to develop the Personal, Learning and Thinking Skills as reflective learners. They will also allow learners to follow the customer journey and understand, through their own experiences, how poor customer service has much wider implications than just an individual's experience.

In order to understand customer service in travel and tourism businesses, learners will need to learn about the functions, policies and procedures of the businesses themselves. Therefore there will be considerable benefits to the learner if this unit is delivered in conjunction with Level 1 Unit 4 Working together in travel and tourism.

Every opportunity to allow learners to develop their customer service skills should be maximised. Internal events within the school or college where outside guests are invited are opportunities for learners to act as hosts to 'meet and greet' visitors and develop interpersonal skills. Learners should be encouraged to develop their own personal presentation in these situations and feedback given accordingly. Events such as these will also further enhance the learners' knowledge and understanding if guests are asked to complete feedback forms which would provide an evaluation of learners' customer service skills, personal presentation and interpersonal skills.

Learners should also look at customer service away from the immediate front-line roles and consider the exacting customer service skills required in complaint handling and crisis management. The varied customer service skills required in domestic tourism through promotion of the product, trade shows and liaison with local providers should also be covered.

Low level language skills such as being able to 'meet and greet' customers in their own language and having a basic conversation is an extension of good customer service and learning a language, albeit at a basic level, should be encouraged. Other courses could include Welcome All which gives learners an understanding of the needs of disabled customers.

Teachers should ensure that a range of teaching and learning techniques are used to enable learners to develop communication and listening skills and observational and presentation skills. Such techniques would include discussions, group work, presentations, role plays, case studies and sector visits. In most industries of travel and tourism employees work as part of a team therefore learning opportunities where learners can work as a part of a team will help develop the skills needed in the workplace.

Schemes of work should reflect coherence to the learning outcomes and assessment criteria. Informal assessment through feedback from the teacher in classroom situations, or from employers or visitors to the school or college through feedback forms, should be used to encourage learners to review their customer service skills.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with the employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who can be called upon to help with keeping the examples used in the taught content up-to-date.

Learners own experiences through part-time employment in other industries of the service sector such as hospitality and retail are important and should also be incorporated into classroom discussions. The standards that these employers expect with regard to personal presentation, interpersonal skills and customer service should also be considered.

Visits from travel professionals to discuss aspects of customer service as well as visits to airports, ferry terminals, tourist attractions and travel businesses to observe customer and staff interactions will be essential for learners to be able to understand the intrinsic importance of customer service to travel and tourism. It is important that learners have exposure to customer service in as many sectors of the travel and tourism sector as possible.

Employers could also be used to assist in the assessment of presentations, assignments etc and to help determine the contemporary content of assignments. Advisory panels made up of a range of travel and tourism professionals will ensure the currency of the teaching and learning offered.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- analyse and evaluate information based on organisational research and judge its value and relevance for all concerned parties (IE4)

Team workers

- in a team situation such as working in a team on a mystery shopper exercise or in a 'meet and greet' capacity at an event collaborating with others to ensure the success of the venture (TW1)

Reflective learners

- review progress, acting on outcomes based on actual customer service experiences, eg feedback from employers following mystery shopper presentation (RL3)
- inviting feedback on the customer service they provide and responding positively to praise, setbacks and criticism through feedback sheets from guest speakers etc (RL4).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The development of both verbal and written forms of communication is essential for this unit.

Learners will be able to develop spoken communication skills, putting into practice the principles of verbal and non-verbal communication skills which are integral to good customer service, by interacting with customers. Role play and performing the 'meet and greet' function at events will afford valuable practice. Group discussions and asking questions to get feedback will provide further opportunities to improve interpersonal skills. Learners should be able to discuss their experiences with colleagues and plan future activity and actions coherently. Discussions might take place in a business setting where agendas and minutes need to be generated, combining verbal with written communication skills. Explaining a course of action to a customer will need to be logical and appropriate. If guest speakers are invited, learners will need to use active listening skills to get the most from the opportunity.

Learners can develop their reading skills through research into customer service policies and procedures and how organisations monitor customer satisfaction, identifying relevant information. Writing skills may be developed through recording group discussions and their own contribution to these or producing written reports. Learners will need to communicate in a style and language suited to the purpose and audience, structuring their work, though it need not be in a formal report format at this level.

There may be opportunities to develop some mathematical skills by finding and analysing data relating to customer service and customer satisfaction, possibly gathering this first-hand by surveying customers about their experiences. Learners may create graphs or charts to illustrate their findings.

Learners may make use of ICT skills in researching customer service and analysing data. Producing written records of discussions or written questions for customers about satisfaction would bring further opportunities to utilise ICT skills. Mobile phones could be used to record interviews and customer service situations with the other person's permission. Producing the report electronically would enable learners to use word processing skills combining text and numbers, graphs or images. Simple Powerpoint presentations could be developed by learners. As well as using the internet or software packages, they may make use of email, text messages or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

Level 1 Unit 4: Working together in travel and tourism

What is this unit about?

The purpose of this unit is for learners to plan and implement a travel or tourism product or service. Learners will experience working as part of a team and the communication and team working skills which support this.

This unit introduces learners to the benefits of working with others to develop and implement a product or service for the travel and tourism sector. The product or service to be planned and implemented may come from any of the industries within the sector. It further develops the skill of working in teams to achieve objectives, making use of a team member's strong qualities to benefit all.

As a team member, the learner will realise that there are challenges in working effectively with others, not least that they will share responsibility for implementing an activity, needing to listen to, discuss, negotiate and collaborate with their colleagues. There will be much to experience in this process, including the effects of key legislation. Learners will be required to reflect on all that has been achieved, both personally and by the team, enabling them to consider how they would improve for the future.

It is envisaged that the skills learnt in this unit are transferable skills which will lay firm foundations for their future success.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and have been embedded in the content:

- team workers
- reflective learners
- creative thinkers.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 20 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 94–101 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the main features of team work	a identify why people work in teams	
	b identify the benefits of working in a team to produce products or services	
	c describe how different roles and responsibilities contribute to overall performance	
2 Know how to plan team activities	a describe how to produce a plan for team activities	
	b describe how to resource and cost the activity	
	c describe the impact of legislation on the team activities	
3 Know how to communicate effectively in a team	a describe the importance of consensus and compromise to reaching decisions in team working	
	b identify methods of communication which support collaboration with team members	
	c outline ways of dealing with possible conflicts	
4 Be able to work as part of a team to plan development of a product or service	a agree objectives for team performance	TW2
	b generate ideas for development of a product or service, connecting own and others ideas	CT1 CT3
5 Be able to work as part of a team to implement development of a product or service	a collaborate with others to implement a plan for development	TW1
	b evaluate development of a product or service, suggesting improvements for the future.	RL5

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 1 Principal Learning in Travel and Tourism learners receive as broad an experience of the whole sector as possible. Teachers should refer to, and use examples from, each of the six industries where appropriate and relevant. Details of the industries may be found on page 79 of the specification.

Learning outcome 1: Know the main features of team work

Why people work in teams

- Use of specialist abilities
- Sharing workload
- Shared knowledge and skills
- Support.

Learner must be able to identify why people work in teams.

Benefits of working in teams

- Shared responsibility for implementing a plan
- Members of a group can support each other in order to achieve a goal
- There is no duplication of resources
- A group of people with differing expertise can work together strongly to achieve common goals.

Learners must be able to identify the benefits of working in a team. The above must be learnt as a minimum, however there are many more which should be taught as they arise.

How different roles and responsibilities contribute to team performance

Different Team Roles

- leader
- active team member
- passive team member.

Balance of team members

- allocation of appropriate responsibilities according to strengths
- no unnecessary duplication of responsibilities
- manageable numbers.

Learners must be able to describe the different roles team members can play and the importance of recognising individual strengths when allocating roles and responsibilities. They must be taught to share out responsibilities according to ability and make best use of team members' skills to achieve the set objective and how different roles contribute to success.

Learning outcome 2: Know how to plan team activities

How to produce a plan for team activities

- Discuss, define and agree team goals
- Identify what needs to happen in order for these goals to be achieved
- Break team goals down into precise actions that must be taken
- Agree sequence of events and timescale required
- Discuss and agree individual roles and responsibilities, taking into account each other's abilities and feelings.
- Confirm understanding of goals and individual roles and record these.

Learners must be able to describe how to produce a plan for team activities. Plans must consider the above points as a minimum.

How to resource and cost an activity

- Identify resources already available
- Identify sources of information relating to additional resources required
- Contact sources to research options and costs
- Consider options in relation to budget
- Select most appropriate options
- Review overall selections to ensure total is within budget set
- Amend selections if necessary.

Learners must be taught to select appropriate sources of information which will support the provision of required resources. It is important that the resources are selected according to the budget available so that costs are realistic.

Impact of legislation on team activities

- Health & Safety at Work Act 1974
- Disability Discrimination Act 1995
- Equal Opportunities Act 2004.

Impact of legislation on team activities

- to ensure everyone is aware of their responsibility to maintain a healthy and safe working environment for themselves, other team members, and all contacts
- to ensure that everyone can be a team member according to their abilities
- to set legal limits within which everyone must work.

There are many acts of legislation which operate within the sector. Learners should be able to describe the above as a minimum, but the emphasis should be on the impact which these legislations could have rather than learning the detail of different legislations. Learners should be taught the most up-to-date versions of any acts or legislations as they are subject to change.

Learning outcome 3: Know how to communicate effectively in a team

Importance of consensus and compromise to reaching decisions in team working

- Consensus encourages effective teamwork and decision making by promoting behaviour likely to enhance working (constructive), eg listening, communicating, supporting, compromise and flexibility
- Negative behaviour – lack of flexibility, not being prepared to compromise, is detrimental to the team's achievement of its goals as it causes division and delay
- Lack of consensus means that action deadlines may not be met and effectiveness of actions will be threatened
- Lack of consensus affects the morale of the team and negatively.

Learners must be able to describe the importance of consensus and compromise in reaching decisions and that all points of view are valid and that it may be necessary to compromise individual opinions in order to achieve team objectives.

Methods of communication

Methods

- frequent team meetings
- minutes of meetings
- telephone
- text
- email

Reasons for clear communication

- talking openly about problems
- making sure everybody knows what is going on
- documenting meetings so that everything that has been decided is clear for everybody.

Learners must be able to identify how to communicate with team members to ensure a clear understanding of progress and developments.

Ways of dealing with possible conflicts

- Promote negotiation
- Promote compromise
- Balance needs
- Attack the problem, not the person
- Focus on what can be done, not what cannot be done
- Encourage different points of view and honest dialogue
- Express feelings in a way that does not blame
- Accept ownership appropriately for all or part of the problem
- Listen to and understand the other person's point of view before giving own
- Show respect for the other person's point of view before giving own
- Solve the problem while building the relationship.

Learners must be able to outline how to anticipate possible sources of conflict with team members and methods of dealing with them effectively.

3

Learning outcome 4: Be able to work as part of a team to plan development of a product or service

Agree objectives for team performance

Objective – a goal, something to be achieved

Offer individual suggestions about how the objective is best achieved by the team

Listen to others' suggestions about how the objective is best achieved by the team

Discuss and agree realistic and achievable objectives

Create an action plan which will use team members to achieve the agreed objective

Objectives can be Specific

Measurable

Achievable

Realistic

Timed.

Learners must be able to agree objectives. In order to do this they must know what an objective is and how to set realistic and achievable objectives.

Using teams to generate ideas

- Identify aims and objectives
- Gather data against these aims and objectives
- Read, evaluate and extract job specific information
- Interpret information
- Draw conclusions
- Brainstorming
- Mind mapping
- Exploring different possibilities and ideas
- Considering feasibility of the ideas.

Learners must be able to use teams to generate ideas.

Learning outcome 5: Be able to work as part of a team to implement development of a product or service

Collaborate with others to implement a plan for development

Collaborating by:

- having a positive attitude
- communicating throughout
- contributing and allowing others to do so
- overcoming personal differences
- supporting each other if difficulties are encountered.

Learners must be able to put into practice all the skills required to effectively deliver a travel and tourism activity, interacting positively with team members and other advisors and complying with all relevant legislation.

Evaluation of development

- Gather feedback from various sources related to the development
- Feedback should try to identify areas of strength and of weakness
- Review comments objectively
- Use constructive comment to identify which aspects of the development were positive and where improvements could be made.

Learners must be able to record an evaluation of the team activity. Learners must then be able to suggest relevant improvements for the future.

Learners must know how to recognise areas of strength and areas which need development.

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 94–101 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The assessment requires learners to plan and implement a travel or tourism product or service as part of a team.

In the travel and tourism sector, it is a requirement for any member of staff to be able to work effectively as part of a team. This assessment offers the opportunity of developing and demonstrating a responsible, flexible and pro-active attitude in a challenging situation, learning valuable skills by experience.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Learners should come up with their own ideas for development of a product or service, but this may be guided by the teacher so as to ensure deliverability. There are excellent opportunities for involvement with the wider travel and tourism sector to discuss realistic and achievable activities. Employers should be encouraged to advise and guide on projects, or give learners a product or service to develop, and to provide feedback to the learners to support their progress.

Each learner must be given the opportunity to take an active role in the team under the guidance of a tutor or industry mentor.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Plan the development of a product or service	Plan of development of product or service to include: <ul style="list-style-type: none">team objectivesideas generatedresources and costs of resources. Witness testimony of teamwork.	Recording (audio or visual) Or hard copy or electronic The plan should be no longer than 6 sides of A4	1a, 1b, 1c, 2a, 2b, 4a, 4b and 4c
Implement the development of a product or service	Learner record or diary of tasks undertaken as part of team activity. Witness testimony/observation record.	Recording (audio or visual) Or hard copy or electronic	5a

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Evaluation of development of product or service	Report including: <ul style="list-style-type: none"> written review of team activity reflection of personal and team performance suggesting improvements for the future legislations adhered to and impact this had. 	Hard copy or electronic The report should be no longer than 4 sides of A4	2c, 3a, 3b, 3c and 5b

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 20 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Learners must also be supplied with materials or the resources in order to develop the product or service for this unit.

Supervision (medium control)

Learners should be supervised when working as part of a team, when writing up plans and completing diaries and when writing up the evaluation of the development.

Collaboration (medium control)

The assessment must be done as part of a team. A record of their contribution and a witness testimony must be provided as evidence. Each learner should submit a copy of the plan.

Feedback/Roles

Whilst feedback may be provided to learners, centres must ensure that the work submitted for final assessment is the learner's own work. The nature of any guidance and the details of any feedback must be clearly recorded. The final work submitted must be solely that of the learner.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the main features of team work	6	12.5%
2 Know how to plan team activities	9	18.75%
3 Know how to communicate effectively in a team	9	18.75%
4 Be able to work as part of a team to plan development of a product or service	12	25%
5 Be able to work as part of a team to implement development of a product or service	12	25%
Total	48	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification on pages 94–101.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 2 marks	3 to 4 marks	5 to 6 marks
1 Know the main features of team work	<p>Identified a limited number of reasons people work in teams.</p> <p>Identified a limited number of benefits working in teams has on the creation and production of a product or service.</p> <p>Gave a limited description of how different roles and responsibilities contribute to overall performance.</p>	<p>Identified a range of reasons people work in teams.</p> <p>Identified a range of benefits working in teams has on the creation and production of a product or service.</p> <p>Gave a brief but accurate description of how different roles and responsibilities contribute to overall team performance.</p>	<p>Identified a wide variety of reasons people work in teams.</p> <p>Identified a wide variety of benefits working in teams has on the creation and production of a product or service.</p> <p>Gave a detailed and accurate description of how different roles and responsibilities contribute to overall team performance.</p>
	0 to 3 marks	4 to 6 marks	7 to 9 marks
2 Know how to plan team activities	<p>Gave a limited description of how to produce a plan for team activities.</p> <p>Briefly described how to resource and cost an activity.</p> <p>Gave a limited description of the impact of legislation on team activities.</p>	<p>Gave a brief but accurate description of how to produce a plan for team activities.</p> <p>Described in some detail how to resource and cost an activity.</p> <p>Gave a brief but accurate description of the impact of legislation on team activities.</p>	<p>Gave a detailed and accurate description of how to produce a plan for team activities.</p> <p>Described in detail how to resource and cost an activity.</p> <p>Gave a detailed and accurate description of the impact of legislation on team activities.</p>
	0 to 3 marks	4 to 6 marks	7 to 9 marks
3 Know how to communicate effectively in a team	<p>Described briefly the importance of consensus and compromise to reaching decisions.</p> <p>Identified some relevant methods of communication which support collaboration with team members.</p> <p>Outlined logical ways of dealing with possible conflicts.</p>	<p>Described in some detail the importance of consensus and compromise to reaching decisions.</p> <p>Identified a broad range of methods of communication which support collaboration with team members.</p> <p>Outlined well reasoned ways of dealing with possible conflicts.</p>	<p>Described in detail the importance of consensus and compromise to reaching decisions, giving examples.</p> <p>Identified an extensive range of methods of communication which support effective collaboration with team members.</p> <p>Outlined perceptive ways of dealing with possible conflicts.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
4 Be able to work as part of a team to plan development of a product or service	<p>Agreed objectives for the team which were unrealistic and not very measurable.</p> <p>Generated a few unrealistic ideas for development of a product or service, connecting own and others' ideas.</p>	<p>Agreed objectives for the team which were achievable and relevant.</p> <p>Generated a few realistic ideas for development of a product or service, connecting own and others' ideas.</p>	<p>Agreed comprehensive objectives for the team to deliver the product or service.</p> <p>Generated a wide range of realistic ideas for development of a product or service, connecting own and others' ideas.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
5 Be able to work as part of a team to implement development of a product or service	<p>Collaborated with team members to implement a plan, showing limited application of teamwork skills and with little success in the implementation of the plan.</p> <p>Evaluated the development of the product or service assessing mainly own performance and made minimal suggestion of ways to improve for the future.</p>	<p>Collaborated with team members to implement a plan, showing some effective teamwork skills and implementing the plan with some success.</p> <p>Evaluated the development of the product or service assessing own and team performance and suggested some realistic ways to improve for the future.</p>	<p>Collaborated with team members to implement a plan, showing effective teamwork skills and successfully implementing the plan.</p> <p>Evaluated the development of the product or service assessing own and team performance and suggested ways to improve for the future.</p>

Guidance for delivery

When delivering this unit, teachers will need to identify a range of suitable activities to allow learners to work as a team to plan a travel and tourism product or service, which could include visits to local attractions for other students or devising a new service for the local area such as walking tours to local attractions with picnic lunches supplied. In the first instance it might be beneficial for level one learners to concentrate on getting familiar with the tourism activity in the immediate area. This would mean working with local organisations such as local tourism providers, local councils, hoteliers and organisations such as Tourism Skills Network.

However learners might want to get involved in some aspects of an overseas visit being organised by the school, where they would need to consider all aspects of the visit including transport, accommodation, meals, sightseeing etc. Their role could be producing information sheets for fellow students about the places they are visiting, local food and checklists for packing or dos and don'ts when travelling abroad. They could also be involved in the administration of the visit, issuing confirmations, advising when final payments are due and preparing ticket wallets, manifests etc. In the development of all these activities it is essential that learners work with travel and tourism professionals to ensure the success, accuracy and realism of the activities. All aspects of the organising, planning, costing and resourcing of these activities need to be explored and working with travel and tourism professionals will allow learners' ideas to be challenged. It is essential that when working on these activities learners have clearly defined roles and responsibilities and understand the importance of teamworking skills, regular meetings and recordkeeping. Legislation regarding the product or service needs to be included and employers would be able to give real examples of the importance of adhering to legislation such as Health and Safety. The activity selected may relate to any of the travel and tourism industries and may reflect a local focus if appropriate. The teacher may select one or more activities for their learners to attempt, ensuring that it is within their capabilities to achieve.

Information should be available to allow learners to accurately plan a schedule to achieve the assessed activity and it would be advisable if learners were set a range of tasks leading up to the assessed activity so that they had practice of working as a team. Learners should be encouraged to propose a number of travel and tourism products and services before choosing the final one. They might also like to work in conjunction with an employer who can act as a mentor at various stages of the project and give them feedback on their progress. Communication with the employer could be by email if the employer is not always able to attend the school or the learners could go the employer's place of work. A business ethos should be applied to this activity as much as possible. This would add realism to the activity and bring in an element of the workplace. The employer might like to set deadlines at various stages. Learners should keep a log of their contribution to the project.

The success of a learner will depend on their ability to develop the necessary skills to function as part of a team. Initial team building exercises will encourage this and make the learner aware of the necessity for compromise and co-operation. The importance of clear lines of communication should be emphasised and learners should be given activities which encourage concise note taking of conversations and telephone conversations. Learners should be encouraged to take on responsibilities appropriate to their strengths to build confidence in their abilities. There are good examples of the importance of team working in TV programmes such as Airline. The more obscure Sky channels continue to show programmes about the roles of the overseas resort representative. Past learners who have left to work in the sector could be encouraged to return to schools to talk about their experiences.

Record keeping forms a large part of the assessment and while written logs and diaries are recommended, a video, photographs or an audio diary is acceptable if this is more appropriate for the learner.

This unit could be linked to Unit 5 Working in the travel and tourism sector where learners are also assessing and further developing their skills and abilities.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with the employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who can be called upon to help with keeping the examples used in the taught content up-to-date.

Teachers should use a broad range of resources including the internet, printed material, local sector speakers and visits, to ensure a realistic and current knowledge of industry procedures and requirements. It is good practice to involve local sector contacts as sources of advice and guidance and they should be encouraged to provide ongoing feedback if possible.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- identifying questions to answer and problems to resolve (IE1)
- conducting research individually (IE2)
- analysing and evaluating information (IE4)
- considering the influence of circumstances on events (IE5)
- supporting recommendations with justifications (IE6)

Creative thinkers

- adapting ideas and plans as circumstances change (CT6)
- trying out alternative solutions to problems (CT5)

Team workers

- displaying confidence in taking responsibility for own contribution (TW5)
- adapting behaviour to suit different roles and responsibilities including leadership (TW3)
- collaborating with team members to reach objectives (TW1)

Self-managers

- seeking responsibilities within the team (SM1)
- showing initiative, commitment and perseverance (SM2)
- showing flexibility when deadlines or actions change (SM6)
- organising time and prioritising actions (SM3)
- managing emotions under pressure and maintaining relationships (SM7)
- dealing with competing pressures, including personal and work-related demands (SM5)
- anticipating risks when working towards objectives (SM4)

Effective participators

- proposing manageable actions to work towards the set objectives (EP3)
- identifying improvements to benefit others as well as self (EP4)
- participating in discussions, negotiating to reach workable solutions (EP1).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Research into activity feasibility will give an opportunity for developing reading skills, while keeping a diary or log will use written reporting skills. Learners may produce written materials, such as minutes of meetings or publicity materials as part of the team activity, in addition to a written evaluation. The action plan may be produced in the form of a chart.

Strong verbal and non-verbal communication skills are integral to effective team working. Learners will have to use oral and written communication skills to liaise successfully with team members. Group discussions and asking questions to get feedback will provide further opportunities to improve interpersonal skills. If guest speakers are invited, learners will need to use active listening skills to get the most from the opportunity.

Number skills may be developed when finding, extracting and interpreting information from tables or charts and reviewing budget requirements. Calculations to do with time, costs and other resources are likely to be required to plan a successful team activity.

Learners may produce word processed documents such as publicity materials as part of a team activity. They may use email, text messages or web-based methods to communicate and exchange information. Records of discussions could be written or may be recorded using a mobile phone with the permission of the other participants. Presenting their evaluation and recommendations for improvement could provide further opportunities to develop ICT skills.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

Level 1 Unit 5: Working in the travel and tourism sector

What is this unit about?

The purpose of this unit is to introduce learners to the range of industries that comprise the main employers in the travel and tourism sector and to the wide range of exciting career opportunities available within the sector. The unit will offer learners the opportunity to reflect on their own skills and attributes and use this reflection to inform their own goals for personal development.

Through researching a range of employment opportunities and career paths, the learner will understand the nature of the work involved, the factors affecting entry into certain job roles and the skills and attributes needed to pursue a career within any of the different industries.

Learners will produce goals for personal development for a set time period, setting out career objectives and establishing their qualifications, skills, interests and training requirements and the relevance of these to employment in travel and tourism.

Learners will look at suitable examples of employment for immediate entry and job examples requiring further qualifications and study to meet the entry requirements.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and have been embedded in the content:

- self-managers
- reflective learners.

Guided learning hours

This unit has 30 GLH assigned to it, of which approximately 6 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 94–101 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the industries within the travel and tourism sector	a identify the industries that comprise the travel and tourism sector	
	b describe the roles of the key organisations within the sector	
	c state reasons for the varying size of organisations in the sector	
2 Know the nature of employment opportunities in the travel and tourism sector	a identify sources of information and advice about employment in the travel and tourism sector	
	b identify the range of employment opportunities in the sector	
	c describe the nature of employment in the different industries of the travel and tourism sector	
	d describe the skills and attributes required for working within the sector	
3 Be able to set personal development goals	a assess own skills against job roles in the travel and tourism sector, identifying areas for development	RL1
	b set goals for personal development for a given time period, organising time and prioritising actions	RL2 SM3

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

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

It is important that, through the Level 1 Principal Learning in Travel and Tourism learners receive as broad an experience of the whole sector as possible. Teachers should refer to, and use examples from, each of the six industries where appropriate and relevant. Details of the industries may be found below.

Learning outcome 1: Know the industries within the travel and tourism sector

Travel & tourism industries

- Travel Services
retail travel, tour operations including car hire, ticketing agencies, currency exchange
- Tourism Services
tour guiding, national and regional tourist organisations, tourist information centres (TIC's), overseas tourist boards in the UK
- Passenger Transport
bus/coach operators, aviation including airlines airports and ground service operations, rail services, maritime, inland waterways, taxi and private hire firms
- Visitor Attractions
theme parks, leisure parks, zoos and animal attractions, historic sites and buildings, parks and gardens, museums and galleries, landmark attractions, transport planning
- Conferences and Event Management
exhibitions, meeting facilities, conference facilities
- Accommodation Services
hotels, holiday parks, camping and caravan sites.

Learners must be able to identify the range of industries that comprise the travel and tourism sector.

The above industries are referred to throughout this qualification. Where 'the industries' is written in other units, it is these six industries which should be exemplified.

The learner must know the type of sub industries which fall within each industry. The above types of business are examples and there are many more the learner may be taught.

Roles of key organisations within the sector

- Travel Services
 - ABTA is the UK travel trade association for tour operators and travel agents. ABTA's main aims are to maintain high standards of trading practice for the benefit of its members, the travel sector at large, and the consumers that they serve, and to create as favourable a business climate as possible for its members
- Tourism Services
 - Visit Britain is Britain's national tourism agency, responsible for marketing Britain worldwide
- Conferences and Events
 - The Business Visits and Events Partnership represents leading trade organisations and government agencies. It has an interest in conferences and meetings, exhibitions and trade fairs, outdoor events, business events, incentive travel, corporate hospitality and business travel

- Visitor Attractions
 - Association of Leading Visitor Attractions represents the majority of the country's leading visitor attractions that include museums, galleries and heritage sites
- Accommodation Services
 - British Holiday and Home Parks Association is the representative body of the parks industry including caravans, chalets, tents and all types of self catering park accommodation.
- Passenger Transport
 - IATA – International Air Transport Association is an international trade body that represents 230 airlines or 93% of scheduled international air traffic. The organisation also represents, leads and serves the airline industry in general.
- Sector Skills Councils
 - GoSkills is an employer led organisation, representing the Passenger Transport industries which operate throughout the UK. GoSkills assists employers to improve their business performance by developing staff skills
 - People 1st – A sector skills council is a government recognised, sector-focused body established to support the development of skills and training within that sector. People 1st covers the 14 industries that make up the hospitality, leisure, travel and tourism sector.

Learners must know the key organisations in the industries and be able to describe what their roles are.

Learners must also know what the links between these organisations are.

Reasons organisations differ in size

- Ownership
 - independent business or sole trader
 - national multiples
 - multinational companies and corporations
- Coverage
 - local area services
 - national/international services
- Employment
 - number of people employed
- Market
 - particular target market or market share.

Learners must be able to state the reasons why organisations within the sector may vary in size.

Learning outcome 2: Know the nature of employment opportunities in the travel and tourism sector

Sources of information and advice on careers in the travel & tourism sector

- Careers advisor
- Connexions
- Internet searches and programmes
- Travel & tourism magazines
- People working in the industry.

Learners must know where to gain information on careers in the travel and tourism sector. Learners should know the above as a minimum, however there are many more which may be taught as and when they arise in teaching.

Employment opportunities within the travel & tourism sector

- Travel Services
eg travel agent, overseas resort representative, reservations manager, ski chalet host, customer service manager.
- Tourism services
eg tour and site guides, travel journalist, tourist information centre staff
- Passenger transport
eg cabin crew, train drivers, coach couriers, pilots
- Visitor Attractions
eg education officers, tour guides, front of house staff, curators
- Conferences and Event Management
eg conference manager, exhibitions manager, conference organisers, chamber maids
- Accommodation services
eg receptionist, holiday park manager, hotel marketing staff, campsite couriers.

Learners must be able to identify a range of career opportunities within the industries of travel and tourism sector.

There is a vast range of employment opportunities in the sector of which the above is a small example. The above jobs must be taught as a minimum. Some of the examples learners are taught must include positions suitable for immediate employment for a school leaver.

The nature of employment in the travel & tourism sector

Work Hours

Most jobs in the travel and tourism sector are not 9-5 and can involve working unsociable hours and overtime sometimes at short notice.

No two days are the same

Every day working in the travel and tourism sector is different. If you work as a travel agent customers will have different travel needs every day and if you work as an overseas representative new customer situations will present themselves on a daily basis. You need to be able to be flexible and respond to this situation in a professional manner.

Uniform

Most jobs in the travel and tourism sector will require you to wear a uniform. Presentation standards are generally strict and there will be limitations on jewellery, hair styles, make-up, beards for example.

Travel

Some jobs in the travel and tourism sector will involve travel. This can be arduous and will require stamina, good humour and good organisational skills.

Pressured environment

Working in the travel and tourism sector can be pressurised. Deadlines have to be met, flights despatched on time and customers' needs met.

Skills required

Working in the travel and tourism sector requires good organisational skills and an eye for detail. Complex booking arrangements have to be checked, travel documents produced and operational requirements met.

Customer service

The travel and tourism sector is essentially a customer based sector. Good people skills are essential as is a well-developed sense of customer service, an engaging personality and a cheerful disposition.

Qualifications required

Although travel and tourism qualifications are useful prior to applying for a job in the travel and tourism sector they are not always essential. They will however demonstrate your commitment to the sector. There are ample opportunities for training on the job – eg apprenticeship programmes in a travel agency. Working in customer service environments such as hotels and shops is good prior experience. The sector is one in which if you demonstrate positive motivation, you can develop and progress very quickly. Language skills are increasingly important for overseas based staff and for those welcoming incoming staff in the UK.

Learners must be able to describe the nature of the jobs listed under learning outcome 2, Assessment Criteria a as a minimum.

Skills and attributes required for working within the travel and tourism sector

Dress code

- uniform
- footwear
- personal presentation.

Body Language

- positive
- friendly
- approachable.

Communication Skills

- speaking
- listening
- reading
- dealing with argumentative customers.

Teamwork

- working to support others in a one to one situation and group situations.

Professional Manner

- behaviour
- confidentiality
- time keeping
- patience
- personal presentation (hair, skin, hygiene).

Learners must be able to describe the skills, attributes, behaviour and presentation that will be required of them in the sector as a whole and also any specific requirements that may be necessary for any jobs. The above list is a minimum, however specific jobs may have specific requirements and these should also be taught as they arise.

Learning outcome 3: Be able to set personal development goals

Assess skills against role in the travel and tourism sector

- List own recognised skills
- Questionnaires
- Personality tests
- Appraisals
 - one to one
 - peer review
- Qualifications gained
- Likes and dislikes
- Hobbies.

Learners must be able to assess their own skills against roles in the travel and tourism sector.

Learners should be able to use the list of their own skills and compare these against skills required for roles within the sector, identifying gaps.

How to set goals for personal development

- Defining ultimate goals
- Identifying what needs to happen in order for these goals to be achieved
- Breaking ultimate goals down into precise actions that must be taken
- Setting priorities
- Identifying how and by when these goals will be achieved.

3

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 94–101 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The aim of the assessment is for learners to gain an understanding of the skills and personal qualifications needed to pursue a career in the travel and tourism sector and to be able to match these with the diverse range of employment opportunities available within the sector.

Learners will identify their own skills gaps with their chosen career path and produce personal development goals to bridge these gaps over a set period of time.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

It is envisaged that learners will choose examples of career paths and employment examples that are relevant to them or of interest to them. Although they may be interested in primarily local jobs, national and international employment opportunities should be considered.

At this level it is advised that learners do not set goals for a time period of more than 5 years or less than 1 year.

The career plan should be presented in a way that can be assessed externally through moderation but also in a way that can be updated by the candidate as their circumstances change in the future.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Use information to find out about suitable job roles in the sector	Report including: <ul style="list-style-type: none">• jobs in the sector• employers and key organisations in the sector and the reasons these vary in size• details for suitable jobs including entry requirements and skills and attributes required• analysis of own skills and attributes• matching of own skills and attributes to specific job roles, identifying gaps• decision of job or jobs which you are interested in pursuing.	Electronic or hardcopy format Any evidence of self analysis (eg questionnaires, peer appraisal) The report on jobs in the sector should be a maximum of 6 sides of A4 paper. It should include details of jobs in at least 2 different industries and should contain details of at least 4 jobs in total	1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a and 3b

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Goal setting for personal development	Personal Development Goals including: <ul style="list-style-type: none"> • job or jobs which the learner is aiming for • entry requirements for these jobs • total time period for the goals • skills, attributes, qualifications, further study and other development required • timescales for goals. 	Electronic or hardcopy format The goals should be no longer than 5 sides of A4 in total	3c

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 6 of the 30 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Learners must be given access to sufficient resources to find out about a wide range of job roles in the sector including the entry requirements to those jobs.

Supervision (medium control)

Any investigation into potential career paths should be carried out under controlled conditions in order to enable teachers to verify that the work is the learner's own. Any work should be in the learner's own words and not taken directly from the internet or other resource.

For those learners who may not be able to choose a career path teachers may define or recommend the job/chosen career or route into employment. Learners may require some close supervision to obtain the relevant information regarding skills and attributes for their chosen career pathway.

Learners should be supervised when writing up their reports and personal development goals.

Collaboration (limited control)

This unit is not suitable for collaborative working and the work should be the learner's own.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the industries within the travel and tourism sector	9	18.75%
2 Know the nature of employment opportunities in the travel and tourism sector	15	31.25%
3 Be able to set personal development goals	24	50%
Total	48	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification on pages 94–101.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
1 Know the industries within the travel and tourism sector	<p>Identified a limited range of industries that comprise the travel and tourism sector.</p> <p>Gave a limited description of the roles of some of the key organisations in the sector with little acknowledgement of links between them.</p> <p>Stated a limited range of reasons that organisations vary in size.</p>	<p>Identified a range of industries that comprise the travel and tourism sector.</p> <p>Gave a brief description of the roles of most of the key organisations in the sector with some acknowledgement of links between them.</p> <p>Stated a range of reasons that organisations vary in size.</p>	<p>Identified a wide range of industries that comprise the travel and tourism sector.</p> <p>Gave a detailed description of the roles of the key organisations in the sector with a good description of the links between them.</p> <p>Stated a wide range of reasons that organisations vary in size.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Know the nature of employment opportunities in the travel and tourism sector	<p>Identified a limited range of sources of information and advice about routes into employment in the travel and tourism sector. Sources were rarely relevant.</p> <p>Identified a limited range of employment opportunities in the sector, mostly from the same industries.</p> <p>Gave a limited description of the nature of employment in the different industries of the sector.</p> <p>Gave a limited description of the skills and attributes required for working in the sector. Most were generic skills required by the sector.</p>	<p>Identified a range of sources of information and advice about routes into employment in the travel and tourism sector. Some sources were relevant.</p> <p>Identified a wide range of employment opportunities in the sector, mostly from the same industries.</p> <p>Gave a clear description of the nature of employment in the different industries of the sector.</p> <p>Gave a clear description of the skills and attributes required for working in the sector. Most were generic skills required by the sector, a limited number were specific to industries.</p>	<p>Identified a wide range of sources of information and advice about routes into employment in the travel and tourism sector. Most sources were relevant.</p> <p>Identified a wide range of employment opportunities in the sector, from a good cross section of industries.</p> <p>Gave a detailed description of the nature of employment in the different industries of the sector.</p> <p>Gave a detailed limited description of the skills and attributes required for working in the sector. Most were applied to specific industries and some rarer skills were described.</p>
	0 to 8 marks	9 to 16 marks	17 to 24 marks
3 Be able to set personal development goals	<p>Shown an ability to carry out a limited self assessment, little comparison between own strengths and weaknesses against sector expectations for the chosen examples.</p> <p>Set a limited amount of goals, timescales were unrealistic or outside of time period.</p>	<p>Shown a good ability to carry out a self assessment, showing good comparison between own strengths and weaknesses against sector expectations for the chosen examples.</p> <p>Set a good range of goals with some relevance to the chosen job. Timescales were mostly realistic and mostly within the given time period.</p>	<p>Shown an excellent ability to carry out a detailed self assessment, fully comparing own strengths and weaknesses against sector expectations for the chosen examples.</p> <p>Set a wide range of goals relevant to the chosen job with realistic timescales and within the given period.</p>

Guidance for delivery

The purpose of this unit is to introduce learners to career opportunities, expectations and pathways in the travel and tourism sector and for learners to assess their own skills and abilities in light of these sector expectations and to produce personal development goals.

Learners need to investigate in a number of ways the vast range of opportunities that exist in the travel and tourism sector. Learners could also look at opportunities for apprenticeships and visit local travel agents, tourism providers, holiday centres, conference organisers or tourism information offices where apprentices are employed. Activities should be devised where learners have to test their skills against the skills required in the sector such as working in teams and under pressure. For this reason, this unit has links with all other units in the level.

The learner will need to carry out activities that emphasise the wide variety of career opportunities within all industries across the sector. Contact with local tourism providers will allow learners to examine opportunities existing in their locality such as marketing, planning and promotion. This will be linked to the type of tourism in their area, eg city or rural based, but it will develop their knowledge of the short-break and business tourism market as well as leisure and activity tourism.

Learners must be informed about the numerous sources of information on careers and teachers should keep this as relevant to the learners as possible. Learners should have access to career information websites and Connexions. Research into job opportunities and qualifications obviously brings in access through IT to internet research but local library services and the careers information available at centres would also provide valuable information. Some learners might initially need support in accessing this information. Exploring the skills required in various industries within the sector will give learners the opportunity to practise and develop their own skills ready for a career within the sector.

A wide range of teaching and learning methods can be employed in teaching about the personal skills needed to progress within the sector by using videos and DVDs of holiday programmes and television programmes as case studies for classroom discussion. Learners should be encouraged to work together on projects and to keep log books on how these have been achieved. Learners should be encouraged to analyse their contribution and suggest what could be improved. Teachers need to emphasise the differences between qualifications and personal skills when teaching about career pathways and illustrate where both are useful.

There are many questionnaires, career suitability diagnostics and personality test activities available on the internet. Care needs to be taken in helping learners interpret the results.

There are also many non-ICT activities that can be used to identify personal skills and attributes, for example basic 360 degree appraisals. Learners can ask their friends, teachers, parents and possibly employers (from work experience or part-time employment) to list the qualities that the learner has. Learners will often be surprised at the qualities they possess and this makes for a positive start to the unit.

It is likely that learners will need support in identifying suitable types of employment that match their own personal skills and attributes. Approaches taken will depend on individual learner groups but some suggestions include:

- activities to determine what the learner would enjoy or want from employment eg security, level of earnings, indoors or outdoors, practical, and then identify jobs that might have these attributes
- small groups of learners could investigate the requirements for different occupations and make presentations to the whole class.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with the employers with whom the consortium has links, and with employers used for work experience placements. Local employers should be used in the first instance as this will reduce transport costs and pressure on timetables. Local research will show there will be a large range of travel and tourism businesses on the doorstep who will be able to illustrate to learners the skills and attributes needed. It would be helpful if learners were able to attend events such as the World Travel Market in London and local trade fairs. Some local travel agents have cruise and long haul promotional evenings where learners can see another aspect of the travel agent's role.

Working with practitioners from the travel and tourism sector in order to gain an insight into actual working practices will develop learners' skills and expertise that can be used in future employment. It would be helpful for teachers to work with employers to develop classroom activities which mirror experiences in the workplace.

Classroom activities should be developed where learners are challenged to assess their skills and attributes. Activities where deadlines have to be met within the lesson will allow learners to decide if they can work under pressure. Presentations will allow learners to decide if they enjoy being part of a front-line team. Working on a team activity will allow learners to decide if their skills lie in leadership and management. Creating promotional materials or a tour operator's noticeboard will allow learners to decide if they need to develop their creative skills or even improve their spelling and accuracy.

Learners will gain valuable knowledge about the travel and tourism sector by visiting working environments and by questioning/interviewing employees from industries within the sector. Learners could work shadow staff and produce a presentation on their experiences to class members. This activity would be less intrusive for employers than work experience placements. Hearing directly from employees in a sector as to the personal skills they require and seeing these being displayed on a day to day basis will help to bring the subject alive for the learner and will help the learner to decide if they have the skills for this part of the sector or if they should look at alternative opportunities.

Employers should also be encouraged to discuss with learners the type of developmental opportunities and training available to potential employees. Career progression should also be discussed allowing learners to plot future study for their career development.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- analyse and evaluate information on careers and employment, judging its usefulness and relevance (IE4)

Creative thinkers

- adapt ideas on future career plans as circumstances change (CT6)
- generate ideas on future employment opportunities and explore possibilities in career paths (CT1)

Team workers

- collaborate with others when carrying out research into employment opportunities working towards common goals (TW1)

Self-managers

- organise time and resources when carrying out research and prioritising actions when setting personal development goals (SM3)

Effective participators

- propose practical ways forward in personal development goals, breaking these down into manageable steps
- evaluate the experience of sourcing information to log the usefulness of sources and types to inform future data requirements and identify improvements that would benefit others as well as themselves when gathering information (EP4)

Reflective learners

- review progress in their development goals acting on outcomes of self assessment and review (RL3).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are opportunities for the development of reading and writing skills in this unit when researching the industries and investigating job roles and career paths within them, using a range of sources such as case studies, books, newspapers, journals and the internet. Learners will need to read job descriptions and pick out relevant information.

Group discussions, guest speakers and visits will afford learners opportunities to practise their speaking and listening skills. Learners may use verbal communication skills to ask questions and interview representatives from industries within the sector. They may make a presentation on the requirements of a specific job role to the rest of the group.

There may be opportunities to develop mathematical skills such as understanding and using large numbers and percentages when researching the industries and by finding, extracting, analysing, comparing and presenting data relating to employment opportunities within the sector.

Learners may make use of ICT skills in researching the sector. In addition to researching, learners may develop and present information, including a combination of text, tables, numbers and/or graphs in their report about the sector. As well as using the internet or software packages, they may make use of email or web-based methods to communicate and exchange information. Interactive media may be used to analyse strengths and weaknesses.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

4 Assessment guidance

The following information is applicable to all lines of learning and at all levels. This information is also available on www.diplomainfo.org.uk

4.1 Controlled assessment (internally assessed units)

This section of the specification provides instructions for controls that apply across the whole qualification. Specific instructions on controls for task taking are also contained within the assessment section of each unit.

The information contained within this section has been written in accordance with the *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of these instructions must be made available to all subject leaders as well as this specification.

4.2 What is controlled assessment?

- Controlled assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking.
- Controlled assessment measures subject specific skills that may not necessarily be judged by external assessment.
- Depending on the level of control defined within the unit, controlled assessments may take place for example:
 - in a normal timetabled lesson or other defined session under supervised conditions;
 - entirely within the centre under supervision with controlled access to resources; or
 - outside the centre and involve research with limited supervision.
- Controlled assessments may take place at anytime during the course. However, centres must ensure that the controlled assessment task issued to learners is appropriate to the year in which the assessment will be submitted to AQA-City & Guilds.

4.3 AQA-City & Guilds approach to controls

The following table sets out the AQA-City & Guilds approach to controls for internally assessed units for the Level 1 Principal Learning in Travel and Tourism.

Aspect	Level 1	Level 2	Level 3
1 Task setting	Limited	Limited	Limited
2 Task taking			
a Time	Limited	Limited	Limited
b Resources	Limited/medium	Limited/medium	Limited/medium
c Supervision	Medium	Medium	Medium
d Collaboration	Limited/medium	Limited/medium	Limited/medium
3 Marking	Medium	Medium	Medium

Limited control: means that consortia have control over that area, within the guidance set out by AQA-City & Guilds in its documentation on the unit, the qualification and the assessment.

Medium control: means that the parameters for that area of assessment are more closely controlled by AQA-City & Guilds and that anything that can be altered by the consortium is made clear in the appropriate guidance.

4

4.4 Task setting (limited control)

AQA-City & Guilds apply **limited control** to task setting across all Principal Learning qualifications. This means that it is the responsibility of consortia to design assessments that are fit for purpose and that cover all the assessment criteria in the unit.

Each unit contains an assessment section which contains instructions on task setting for that unit. Parameters are specified in terms of:

- setting a brief which secures an **applied and sector-relevant purpose** for the assessment
- the importance of setting a **coherent assessment** that covers all the learning outcomes and assessment criteria
- **tasks and activities** to be undertaken, including the level of demand
- the **evidence** that must be produced.

Applied and sector-relevant purpose

The assessment section provides information on the purpose of the assessment which consortia must adhere to when setting briefs and tasks for assessment. The brief must clearly state to the learner what the purpose of the assessment is and the assessment must provide an outcome that would be meaningful to an employer. It may help to support learner achievement if the brief for the assessment is able to be set in collaboration with an employer.

Coherent assessment

The weighting of learning outcomes table shows the weightings of learning outcomes, and should be referred to when setting tasks, so that appropriate depth and breadth can be allocated to different areas of the assessment.

The table in the assessment section of the unit which details tasks and evidence should also be considered when setting tasks to ensure that assessment criteria are covered.

Example assessments are provided for all internally assessed units which aim to help consortia when designing assignments.

Tasks and activities

The task and evidence table in the assessment section of the unit details the types of tasks that may be set to cover the assessment criteria. Consortia may devise different tasks provided that they meet the requirements of the unit and add up to an applied, purposeful activity. When setting tasks, consortia must also specify the controls for task taking in terms of time, resources, collaboration and supervision for each activity.

Learners should be set tasks of equivalent complexity regardless of whether they are expected to achieve marks at mark band 1 of the marking grid or mark band 3.

Evidence

The task and evidence table in the assessment section of the unit details the types of acceptable evidence that should be provided for the assessment and the acceptable format. In some cases, and to ensure access to assessment, the format of the evidence may be altered.

Example assessments

Examples of suitable internal assessment will be made available to all consortia via www.diplomainfo.org.uk. These are examples only and should not be used as off the shelf assessments, but may be adapted to suit local delivery circumstances and requirements.

Internal standardisation

The Domain Assessor at a consortium who has overall responsibility for internal standardisation is also responsible for the standardisation of task setting. This must include checking that the assessment is suitable for the line of learning and the level and that it will allow learners full access to the assessment criteria.

Moderation of task setting

All consortia will receive an early visit by their moderator, which will include checking suitability of controlled assessment internally set and marked units. This visit will also include guidance on marking.

Consortia will also receive detailed feedback following moderation of any units, which includes appropriateness of the tasks set.

4.5 Task taking

Task taking covers the following aspects: time, resources, supervision and collaboration. AQA-City & Guilds will apply either a limited or medium level of control to specific aspects of task taking depending on the unit. The details contained in this section provide information that applies across all of the Level 1 Principal Learning in Travel and Tourism. It is the responsibility of the consortium to ensure that internal controlled assessment for Principal Learning is conducted and marked in accordance with the instructions specified by AQA-City & Guilds and the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of the JCQ instructions must be made available to all subject leaders as well as this specification.

Time (limited control)

The overall time to be spent generating evidence for the assessment is specified in the assessment section of each unit. It is up to individual consortia to determine the amount of time to be allocated to each task within the assessment. Although this time does not have to be followed to the minute, it is recommended that variance should not normally be by more than plus or minus 10%.

Resources (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to resources. This means that consortia must determine appropriate physical resources and information sources for the assessment. However, for some units, the level of control for resources will be medium where particular requirements for resources are specified.

Consortia must have access to sufficient equipment to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment such as access to a 'mock shop', use of the internet, or interaction with simulated or live clients/customers will be found in the assessment section of the relevant unit. All resources used, including sources of information, must be clearly referenced by learners.

Guidance on how this should be done can be found in section 4 of the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*.

Collaboration (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to collaboration. Limited control for collaboration means that consortia should determine appropriate opportunities for collaboration during the assessment.

For some units, the level of control applied to collaboration will be medium. This will apply when learners are required to carry out tasks as part of a team and the team-working skills are an integral part of the assessment requirements. In such cases, the information contained in the assessment section will specify the parameters for how the team work should be managed.

Where an assessment is undertaken as a group, for example generating ideas, each learner must write up his/her own account. Even if all learners have the same information, the description of how the information was obtained and the conclusions drawn from it must be in each learner's own words. Alternatively, learners may collaborate in the construction of the product or the presentation but their evaluative responses must be their own and their individual contribution clearly identified.

Teachers/assessors assessing a learner's evidence where group work has been undertaken will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence.

Annotation of written/photographic evidence can also be used to detail an individual's contribution.

Where group work/team work is not suitable for the assessment activity, this is stated in each individual unit's assessment section.

Supervision (medium control)

Learners do not need to be under the direct supervision of teaching staff at all times. It is, however, expected that the work submitted for assessment, will be produced or carried out when teaching staff are present. In this way, the consortium can be confident that the work submitted is the learner's own and has not been plagiarised in any way.

Learners may work without direct supervision when preparing to undertake controlled assessments. This will include discussing the task or equipment needed with peers and gathering background information. However, if the activity constitutes part of the assessable outcomes, for example, planning with others or generating ideas, then these activities must be supervised.

Supervision is defined by AQA-City & Guilds as normal classroom/studio/workshop conditions where the teacher or assessor is present in the same room whilst learners are producing the evidence for assessment. It is not required that learners work under examination conditions.

The assessment section in each unit specifies the tasks that must be directly supervised in line with the guidance above and those which may be undertaken without direct supervision. On occasion, the requirement for direct supervision may be relaxed if it is not possible to directly supervise the activity required to produce the evidence for assessment. For example, if the most suitable environment for producing the evidence means that the teacher or assessor cannot be present, such as for customer service activities carried out in a work placement, then the teacher or assessor must ensure that an appropriate person supervises the evidence collection. A signed witness statement must be completed with enough information to allow the teacher or assessor to make a reliable judgement about the evidence. An appropriate person is defined as someone who has a supervisory role within the workplace (or equivalent) and who has the required skills. This person must not be a family member.

Evidence produced in the learner's own home is not acceptable for assessment, as it cannot be authenticated by the assessor or teacher and a parent or carer is not an appropriate person to supervise.

Authentication

Both the learner and the teacher are required to sign the Candidate Record Form (CRF) to confirm that the work submitted for assessment is the learner's own. The teacher must declare that the work was conducted under the specified controls and record details of any additional assistance.

Other materials can be utilised in controlled assessments for research and reference, but sources of information must be fully acknowledged.

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with AQA-City & Guilds instructions contained in this specification and the guidelines contained in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'. To meet the regulator's Operating Rules for Component and Diploma Awarding Bodies, AQA-City & Guilds requires:

- learners to sign the Candidate Record Form (CRF) confirming the work submitted is their own. For forms completed electronically a typed name is sufficient
- teachers/tutors to confirm on the CRF that the work assessed is solely that of the learner concerned and was conducted under the conditions laid down by the specification
- the teacher/tutor responsible for internal standardisation also signs the Centre Declaration Sheet (CDS/PL) to confirm that internal standardisation has taken place and that the work presented is that of the learners named. If only one teacher/tutor has undertaken the marking, that person must sign this form. For each unit, a CRF must be completed for each learner and these, together with the Centre Declaration Sheet for Principal Learning, must be sent to the moderator by the specified date with the final marks. Failure to sign either or both the CRF and the CDS/PL may delay the processing of results.

If the teacher or assessor is unable to sign the authentication statement for a particular learner, then the learner's work cannot be accepted for assessment. If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA-City & Guilds will set the associated mark(s) to zero.

Feedback

The work assessed must be solely that of the learner concerned. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded by the teacher on the Candidate Record Form (CRF) and be made available to the moderator upon request.

Whilst feedback may be provided to learners, the consortium must ensure that the work submitted is the learner's own. On occasions, the assessment task will require that learners are given feedback which they must act upon as part of the assessment. This feedback must be recorded and the learner's individual response noted as part of his/her achievement of the task. If feedback is required as part of the assessment, this will be detailed in the assessment section for that unit.

Please also refer to the section on 'Revision, re-working and interim review of learners' work' below.

Revision, re-working and interim review of learners' work

Learners may make amendments to their work in the light of feedback from their teacher provided that this feedback is in line with the requirements of the unit. Learners must not be allowed to make amendments after the work has been submitted for the final assessment by the teacher.

4.6 Task marking (medium control)

AQA-City & Guilds apply a medium level of control to task marking. The information in this section applies across all units within the Level 1 Principal Learning in Travel and Tourism. The assessment grid can be found in the assessment section of each unit.

Guidance on applying the unit assessment grid

In the assessment grid for each unit, mark ranges are specified for each learning outcome. The mark ranges apply to the top of each band. When assessing and marking a learner's work, teachers/assessors should use their professional judgement to identify, for each learning outcome, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work.

In order to meet the higher level mark band descriptions and therefore achieve higher level marks, learners must show greater depth and breadth of understanding, higher level skills in terms of synthesis, analysis and evaluation, as well as a higher level of independence and originality as required in the assessment criteria.

Aspects of the work that might fall short of meeting, in full, the description but which do not, in the judgement of the teacher/assessor sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars of learners' work as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

Moderators will also use exemplar work in their early advisory visits to consortia/centres to aid in the consistent application of the marking grids.

Internal standardisation of marking

The consortium is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the consortium has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking (normally the Domain Assessor) must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA-City & Guilds. The consortium is required to send to the moderator a signed form confirming that the marking of work at the consortium has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Further guidance on how to conduct internal standardisation can be found in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'.

Moderation of internal assessment and submission to AQA-City & Guilds

Moderation of internal assessment and submission to AQA-City & Guilds will only be available in the summer term by a fixed deadline that will be published at the start of the academic year.

4.7 Malpractice

At the start of the course, the supervising teacher is responsible for informing learners of the AQA-City & Guilds regulations concerning malpractice.

Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Consortia must report suspected malpractice to AQA-City & Guilds.

Learners must **not**:

- submit work which is not their own;
- lend work to other learners;
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners may not lend their books to other learners, but learners should be prevented from plagiarising other learners' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by another person or third party without acknowledgement.

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

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessment is identified by a consortium after the learners have signed the declaration of authentication, the Head of Centre making entries for the unit must submit full details of the case to AQA-City & Guilds at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (www.jcq.org.uk).

Malpractice in controlled assessment discovered prior to the learners signing the declaration of authentication need not be reported to AQA-City & Guilds, but should be dealt with in accordance with the centre's internal procedures. AQA-City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

4.8 Timing of external assessments

The external assessments will be timetabled twice a year, in January and June and the dates will be published at the start of the academic year.

4.9 Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator will give guidance on task setting; check the arrangements for task taking and review the consortium's marking.

Moderation has two stages. The first is the technical advisory visit to check matters such as coverage of applied learning, understanding of controlled conditions, coverage of PLTS and arrangements for internal standardisation, including use of the marking grids. There is also a requirement at the advisory visits for moderators to see examples of assessment tasks that will be used for controlled assessment.

The second stage of moderation is to check the marking of assessments. This stage will take place at a fixed time in the academic year, and may be through postal moderation or through visit to a consortium. This will depend on the line of learning and the type of evidence submitted. The moderator will review a sample of units and the marks awarded by the consortium, in line with national standards. The consortium may be asked to review its marking following this process. In extreme cases, the work of all learners will be re-marked by the moderator.

5 Administration

5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available to claim once a year in June, commencing 2011. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to Centre Registration, AQA, Stag Hill House, Guildford, Surrey, GU2 7XJ. Applications can only be considered from centres which have received approval through the Gateway process to offer Level 1 Principal Learning in Travel and Tourism. Further details of the approval process are available on the website at:

www.diplomainfo.org.uk

5.3 Centre requirements

Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

Lead and domain assessors will be supplied with supporting material, including this specification and exemplars related to internal assessment. These exemplars will also include example learner work and marking guidance.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments.

5.4 Entries

Please refer to the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the Principal Learning units:

Unit 1 (TAT1U1)

Unit 2 (TAT1U2)

Unit 3 (TAT1U3)

Unit 4 (TAT1U4)

Unit 5 (TAT1U5)

5.5 Quality assurance

Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by AQA-City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and AQA-City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- AQA-City & Guilds external examinations
- AQA-City & Guilds externally set briefs or assignments
- internal quality assurance
- AQA-City & Guilds external moderation.

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

- setting of appropriate tasks (see Section 4.4)
- the application of appropriate controls for task taking (see Section 4.5)
- training in the use of the assessment grid (see Section 4.6)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.6)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.6).

External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.9. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. AQA-City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators will:

- provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
- regularly visit centres to ensure that they continue to meet the centre registration requirements of AQA-City & Guilds
- provide feedback to centres and to AQA-City & Guilds.

In order to monitor compliance with JCQ requirements, particularly for administering external tests, JCQ inspectors will regularly visit centres.

AQA-City & Guilds requires the Head of Centre to:

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

5.6 Irregularities

Centres must inform AQA of any irregularity, including any learner who arrives late for a test. For detailed instructions please refer to the current JCQ *Instructions for Conducting Examinations* which is available to view or to download from the JCQ's website:

www.jcq.org.uk

5.7 Awarding grades and reporting results

The Foundation Diploma in Travel and Tourism will be reported on a three-grade scale: A*, A and B. Learners who fail to reach the minimum standard for grade B will be recorded as U (Unclassified) and will not receive a qualification certificate.

The Principal Learning and Level 1 Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 1 Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

5.8 Certification of the Diploma

AQA-City & Guilds is a registered Diploma Awarding Body and will certificate the Diploma in accordance with the requirements and timetable to be published separately by QCDA. AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

5.9 CABs, DABs and the Diploma aggregation service

AQA is recognised as a Component Awarding Body and offers the widest range of GCE and GCSE qualifications of any unitary awarding body in the UK. These are listed in QCDA's Diploma Catalogue. Similarly, City & Guilds is recognised as a Component Awarding Body and offers the widest range of NVQ, VRQ and City & Guilds' own brand qualifications, which are listed in QCDA's Diploma Catalogue.

AQA-City & Guilds has been recognised as a Component Awarding Body to certificate Principal Learning and Project qualifications for Diplomas.

AQA-City & Guilds has been recognised as a Diploma Awarding Body by QCDA in order to certificate whole Diploma qualifications for the Diploma in Travel and Tourism at all three levels.

Learners who have registered for Diploma awards with AQA-City & Guilds will on completion receive a Diploma certificate and a Diploma transcript. The transcript will conform to QCDA's specification in terms of the design and information included. The data for the transcript will be supplied by the Diploma aggregation service which is designed to enable the data sharing, results aggregation and grading supporting functions required for the operation of the Diploma as a composite qualification.

5.10 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the *JCQ Post-Results Services* booklet.

5.11 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

5.12 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration*. This is published on the JCQ website:

www.jcq.org.uk/exams_office/access_arrangements/

or you can follow the link from our website:

www.aqa.org.uk/admin/p_special_3.html

Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

Special consideration

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

Applications for either access arrangements or special consideration should be submitted to AQA-City & Guilds by the Examinations Officer at the centre.

5.13 Language of examinations

We will provide units for this specification in English only.

5.14 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 1 Principal Learning in Travel and Tourism.

Appendix A

Connections to other qualifications

The Foundation Diploma in Travel and Tourism incorporates the following qualifications in addition to the Principal Learning:

Functional Skills qualifications in English, mathematics and ICT

For details of the AQA Functional Skills specifications please go to:

www.aqa.org.uk/qual/gcse/functional_skills.php

For details of the City & Guilds Functional Skills specifications please go to:

www.cityandguilds.com/functionalskills

The Level 1 Project qualification

For details of the AQA-City & Guilds Level 1 Project specification go to:

www.diplomainfo.org.uk/aboutdiplomas/projects.html

Appendix B

Additional and Specialist Learning for the Foundation Diploma in Travel and Tourism

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Foundation Diploma in Travel and Tourism is published on the National Database of Accredited Qualifications. Visit:

www.accreditedqualifications.org.uk

AQA and City & Guilds qualifications which have been recognised as eligible for Additional and Specialist Learning for the Diploma in Travel and Tourism are also published on:

www.diplomainfo.org.uk

Appendix C

Other issues

European Dimension

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education* 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA-City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.



Level 1 – Principal Learning

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